

Analysis of Human Literacy Skills in Civics Learning for Students in Elementary School

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Abstract. This research is a descriptive qualitative research. The purpose of this research is to describe literacy skills in students' Civics learning in elementary schools. Human literacy is defined as an individual's ability to communicate, interact and understand relationships with others. In addition, human literacy also includes knowledge about what it means to be human and how to use that knowledge to improve life and learning. Meanwhile, learning Pancasila and Citizenship Education is a process that aims to produce smart, skilled and ethical citizens. This research was conducted at State Elementary School 040447 Kabanjahe. The population of this study consisted of high grade students, and the sample taken was 30 students from class V. The data analysis method used in this study includes data analysis, presentation, reduction, and conclusion drawing based on the data obtained. The instruments used in this study were questionnaires, observation, and documentation, where the questionnaires used were closed-ended. The results showed that the level of human literacy skills can be divided into three categories: high, medium and low. Learning at State Elementary School 040447 Kabanjahe uses the independent curriculum. The Merdeka Curriculum focuses more on developing 21st century competencies such as critical thinking, creativity, communication and collaboration among students. This helps students to be better prepared for global challenges and the ever-changing world of work, so it is important to understand human literacy skills among elementary school students. Based on the analysis of human literacy skills in Civics learning of fifth grade students at State Elementary School 040447 Kabanjahe, it was found that the category was at a low level, with 46% of students who had human literacy skills in Civics learning stated as low. Therefore, it can be concluded that the condition of students at State Elementary School 040447 Kabanjahe shows a gap in the concept of human literacy that should be owned, so State Elementary School 040447 Kabanjahe requires further research to improve human literacy skills.

Keywords: Analysis, Civics Learning, Human Literacy Skills.

1 Introduction

The rapid development of the era of society has now entered 5.0. The development of science and technology is currently at the stage of the era of society 5.0, which is a continuation of the industrial era 4.0. With the presence of the era of society 5.0, information boundaries are no longer an obstacle. Information spreads more quickly and widely. The rapid development of information technology is still considered new to some people who do not have progressive thinking. People who cannot adapt to the times and the rapid growth of technology will

experience negative impacts in their lives [10]. Industry 5.0 represents the subsequent evolution of the Industry 4.0 paradigm, striving to establish a production system that is more intelligent, interconnected, and centered around human values. This is achieved through the utilization of advanced technologies including artificial intelligence, robotics, automation, the Internet of Things (IoT), big data, augmented reality, and various other innovations to harmonize human abilities with machine intelligence. The development of Industry 5.0 is expected to accelerate innovation, increase productivity, open up new opportunities, and change the way we work and live [16].

The government's initiative to equip students to confront the challenges of the era of society The 5.0 curriculum represents a transformative shift that addresses the significance of contemporary competencies, including communication skills, collaborative capabilities, critical thinking, creativity, and innovation. Moreover, it was asserted that the curriculum ought to encompass proficiency in 5.0 skills, including data comprehension, technological insight, and an understanding of human dynamics. The government ought to commence the implementation of a novel literacy initiative that encompasses technological literacy, digital literacy, and human literacy. Literacy encompasses the ability to identify, comprehend, interpret, create, communicate, and utilize printed materials and documents [6]. This process is essential for the enhancement of knowledge and potential, enabling individuals to engage fully in societal activities and to attain diverse objectives within the community [8]. Human literacy and digital literacy, at first glance these two literacies seem the same, but the content remains different. As digital literacy emphasizes more on digital governance of human self-education, human literacy aims to strengthen the foundation of human self-integrity as the subject of digital users [3]. Digital literacy requires the ability to use practical skills on digital devices that enable information search and choice, critical thinking, creativity, working with others, communicating well, and maintaining online safety and a changing socio-cultural context. Different from these concepts, human literacy emphasizes the quality of the human self to be able to control digital development [8]. The relationship between human literacy and digital literacy is significant. According to Atmojo et al. [2] [14], data from the Central Bureau of Statistics reveals that among students aged 5-24 in urban areas of Indonesia, 90.94% utilize mobile phones, 23.52% engage with computers, and 85.13% access the internet. Conversely, in rural regions, the accessibility of mobile phones stands at 81.20%, while computer access is recorded at 8.77%, and internet usage reaches 66.87%. The data from Kominfo (2020) regarding Indonesia's digital literacy indicates that the digital literacy index has yet to attain a score of 4.00, which is considered good, and currently stands just above 3.00, categorized as medium. The presence of human literacy plays a crucial role in shaping school graduates who possess strong communication abilities while upholding human values, thereby preparing them to engage effectively in their subsequent educational pursuits. A study carried out by Lestari & Santoso [7] as referenced in [9] demonstrates that human literacy, in conjunction with digital literacy and technological literacy, exerts a positive and significant influence of 54.7% on the readiness of students for the workforce. The same thing happened at school at State Elementary School 0404047 Kabanjahe, where human literacy skills at the school were still low. The results of interviews obtained from the principal of State Elementary School 040447 Kabanjahe that students have low communication skills, many students are lacking in communicating with friends, teachers and younger siblings. This results in the teaching and learning process not going well. The learning process carried out at State Elementary School 040447 Kabanjahe is by using the independent curriculum, where the learning process focuses more on the teacher as a facilitator while students are more active in the learning process. Communication skills are very important for students in implementing an independent learning curriculum. Shannon and

Weaver [15] state that communication is a direct contact between humans related to each other, either intentionally or unintentionally, and is not only limited to verbal communication, but also includes facial expressions, art, painting, and information technology. Strengthening human literacy in the education sector can be done through learning activities using appropriate teaching methods. For example, the application of problem-focused learning models has been shown to automatically improve human literacy skills in the view of participants. Therefore, it is important to have a better understanding of Civics learning models, especially those that are tailored to the material being taught so that the strengthening of human literacy skills can be realized. In addition, a fundamental understanding of human literacy, including its key points, is also needed by teachers. Meanwhile, Pancasila and Citizenship Education is an education that aims to create an Indonesian society that is ethical, democratic and noble [4]. Civics also aims to create an Indonesian society that practices the values of rights and obligations, so that they think more deeply about living in society and the state. If it is associated with human literacy, Civics learning will be able to form students who are smart, democratic, noble and communicate well with friends, teachers and in the community [11] [18].

2 Research Method

This research employs a descriptive qualitative methodology. [12] elucidates that qualitative research serves the purpose of probing, uncovering, delineating, and articulating the essence and attributes of social influences that elude description, measurement, or elucidation via quantitative methodologies [5]. As articulated by Sugiyono [13], qualitative research methods represent an approach rooted in the philosophy of post-positivism, aimed at exploring subjects within their natural contexts, in contrast to experimental methodologies. In this framework, researchers function as instruments of inquiry, employing purposive and snowball sampling techniques. Data collection is characterized by triangulation, integrating various methods, while analysis is conducted through inductive or qualitative means. The outcomes of qualitative research emphasize the significance of meaning over broad generalizations. The process of data collection involves triangulation, which refers to the combination of various methods [17]. The analysis of this data is conducted through inductive or qualitative approaches, with the outcomes of qualitative research prioritizing the significance of findings over broad generalizations. The participants in this study comprised exclusively of high-achieving students from State Elementary School 040447 Kabanjahe. The participants in this study comprised a cohort of thirty fifth-grade students from State Elementary School 040447 Kabanjahe. The execution of this research is scheduled for November 2024. Instruments for gathering data via a questionnaire focused on students' digital literacy competencies, which includes assertions regarding human literacy abilities, alongside methods of documentation and observation. The indicators of the human literacy questionnaire in Civics learning in this study are referenced from [7] and comprise five key elements: first, communication skills; second, critical thinking; third, innovation; fourth, cooperation; and fifth. The competencies associated with leadership can be further elucidated in Table 1, as detailed below:

Table 1. Human Literacy Indicators

No	Indicator	Question Item	Total
1	Communication Skills	1,2,3,4	4
2	Critical Thinking	4,6,7,8	4
3	Innovative	9,10,11,12	4
4	Cooperation	13,14,15,16	4
5	Leadership Skills	17,18,19,20	4
Total			20

Source: (Lestari & Santoso, 2019)

The assessment indicators utilized is a Likert scale ranging from 1 to 4. In the meantime, the obtained assessment categories are adjusted to align with the classification standards for human literacy achievement as outlined by Arikunto [1]. Upon determining the average of the respondents' answers, it is transformed into a scale range of 100, followed by the creation of a rating scale as outlined below: as stated by Arikunto [1], specifically:

Table 2. Questionnaire Rating Scale

No	Respondent Score Range	Score Category
1	80-100	High
2	60-79	Medium
3	40-59	Low
4	<39	Very Low

Source: [1]

3 Results and Discussion

The findings of the study on human literacy competencies, evaluated according to the requirements for fifth grade at State Elementary School 040447 Kabanjahe, are presented in the following table:

Table 3. Human Literacy Skills Based on QuestionnaireAssessmentCriteria

No	Respondent Score Range	Score Category	Frequency	Percentage
1	80-100	High	5 People	16,00 %
2	60-79	Medium	8 People	27,00 %
3	40-59	Low	14 People	46,00 %
4	<39	Very Low	3 People	10,00 %
Total			30 People	100,00 %

Source: Researcher's Data Processing

Based on dataprocessing conducted by researchers, the human literacy skills of fifth grade students at State Elementary School 040447 Kabanjahe are the highest percentage with 46.00% with 14 respondents having low category human literacy skills. A percentage of 16.00% with 5 respondents had high category human literacy skills. A percentage of 27.00% with 8 respondents had moderate human literacy skills. And a percentage of 10.00% with 3 respondents

had very low human literacy skills. The level of human literacy may be quantified by the proportion of respondents who provided accurate responses to each literacy indicator. The markers of literacy skills include communication, critical thinking, invention, cooperation, and leadership abilities. This is a detailed analysis of the percentage of respondents categorized by each indicator of human literacy at State Elementary School 040447 Kabanjahe, as follows:

A. Communication Skills

Table 4. Communication Ability Indicator

No	Respondent Score Range	Score Category	Frequency	Percentage
1	80-100	High	3 People	10,00 %
2	60-79	Medium	7 People	23,00 %
3	40-59	Low	16 People	53,00 %
4	<39	Very Low	4 People	13,00 %
Total			30 People	100,00 %

Source: Researcher's Data Processing

According to Table 4, 16 respondents provided responses in the low group, representing 53.00%. Three respondents, constituting 10.00%, selected the high category. Seven respondents selected the middle category, constituting 23.00%, while four respondents opted for the extremely low category, representing 13.00%. Based on this information, we can ascertain that the communication abilities of fifth-grade students at State Elementary School 040447 Kabanjahe are categorized as low.

B. Critical Thinking Ability

Table 5. Critical Thinking Indicators

No	Respondent Score Range	Score Category	Frequency	Percentage
1	80-100	High	1 People	3,00 %
2	60-79	Medium	8 People	27,00 %
3	40-59	Low	12 People	40,00 %
4	<39	Very Low	9 People	30,00 %
Total			30 People	100,00 %

Source: Researcher's Data Processing

According to Table 5, the percentage of respondents in the low category was 12 individuals, constituting 40.00%. The high category had 1 respondent, representing 3.00%. The medium category comprised 8 respondents, accounting for 27.00%, while the very low category included 9 respondents, amounting to 30.00%. It can be concluded that the critical thinking ability of fifth-grade students at State Elementary School 040447 Kabanjahe is classified as low.

C. Innovation

Table 6.Innovation Indicator

No	Respondent Score Range	Score Category	Frequency	Percentage
1	80-100		2 People	7,00 %
2	60-79		6 People	20,00 %
3	40-59		10 People	33,00 %
4	<39		12 People	40,00 %
Total			30 People	100,00 %

Source: Researcher's Data Processing

According to Table 6, the percentage of respondents in the very low category was 12 individuals, representing 40.00%. The high category had 2 respondents, accounting for 7.00%. The medium category comprised 6 respondents, equating to 20.00%, while the low category included 10 respondents, corresponding to 33.00%. The creativity capability of fifth-grade pupils at State Elementary School 040447 Kabanjahe is classified as very low category.

D. Cooperation

Table 7.Cooperation Indicator

No	Respondent Score Range	Score Category	Frequency	Percentage
1	80-100	High	4 People	13,00 %
2	60-79	Medium	13 People	43,00 %
3	40-59	Low	8 People	27,00 %
4	<39	Very Low	5 People	17,00 %
Total			30 People	100,00 %

Source: Researcher's Data Processing

Based on table 8 above, it can be seen that 13 respondents answered in the medium category, which represented 43.00%. Meanwhile, 4 respondents answered the high category, with a percentage of 13.00%. For the low category, the number of respondents was 8 people, which included 27.00%. Finally, 5 respondents chose the very low category, which has a percentage of 17.00%. From these data, it can be concluded that the collaboration skills of fifth grade students of State Elementary School 040447 Kabanjahe are in the medium category.

E. Leadership Skills

Table 9.Leadership Ability Indicator

No	Respondent Score Range	Score Category	Frequency	Percentage
1	80-100	High	3 People	10,00 %
2	60-79	Medium	2 People	7,00 %
3	40-59	Low	18 People	60,00 %
4	<39	Very Low	7 People	23,00 %
Total			30 People	100,00 %

Source: Researcher's Data Processing

According to Table 9, 18 respondents selected the low category, representing 60.00%; 3 respondents chose the high category, accounting for 10.00%; 2 respondents opted for the medium category, comprising 7.00%; and 7 respondents identified with the very low category, making up 23.00%. The leadership capabilities of fifth-grade children at State Elementary School 040447 Kabanjahe are deficient. Based on these findings regarding the condition of students at State Elementary School 040447 Kabanjahe, there is a gap in the mastery of human literacy concepts that should be owned, so it is concluded that State Elementary School 040447 Kabanjahe requires further research to improve human literacy skills.

4 Conclusion

Based on data analysis from the results of research on human literacy skills in Civics learning at State Elementary School 040447 Kabanjahe, it can be concluded that there is a gap or difference between the concept of human literacy that students should have. While for each indicator of human literacy skills, namely: (1). Students' communication skills are categorized as low with a percentage of 53.00%. (2). Critical thinking of students is categorized as low with a percentage of 40.00%. (3). Student innovation is categorized as very low with a percentage of 40.00%. (4). Student cooperation is categorized as moderate with a percentage of 43.00%. (5). Students' leadership ability is categorized as low with a percentage of 60.00%. Based on the results of the study, it is recommended that further research be carried out on how to improve human literacy skills at State Elementary School 040447 Kabanjahe.

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