

THE INFLUENCE OF CULTURAL AND CITIZENSHIP LITERACY ON STUDENTS' CRITICAL THINKING SKILL

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Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh potensial literasi budaya dan kewarganegaraan terhadap keterampilan berpikir kritis siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan kuesioner sebagai instrumen utama dalam pengumpulan data. Populasi subjek penelitian adalah 1.043 siswa dengan total sampel acak 281. Data dianalisis dengan analisis deskriptif dan verifikasi untuk menguji hipotesis dengan *Partial Least Square* (PLS). Penelitian ini menghasilkan beberapa temuan, yaitu: (1) budaya dan kewarganegaraan berpengaruh signifikan terhadap keterampilan berpikir kritis siswa dalam mata pelajaran sosial; (2) budaya dan kewarganegaraan literasi berada dalam kategori tinggi; dan (3) pemikiran kritis siswa keterampilan juga dalam kategori tinggi. Kurangnya peran administrasi sekolah serta perpustakaan sekolah membutuhkan perhatian lebih dari para pemangku kepentingan sekolah. Studi ini diharapkan menjadi panduan referensi bagi sekolah dan guru untuk memastikan keberadaan gerakan literasi sekolah dalam mendukung berbagai keterampilan di abad ke-21.

المخلص: يهدف هذا البحث إلى تحليل مدى تأثير ثقافة محو الأمية على مهارات التفكير الناقد لدى الطلاب. يستخدم هذا البحث المدخل الكمي باستخدام الإستبيان كأداة رئيسية لجمع البيانات. كان عدد الطلاب ١٠٤٣ مع عينة عشوائية إجمالية عددها ٢٨١ طالباً. وقد تم تحليل البيانات مع التحليل الوصفي وتحليل التحقق لاختبار الفرضيات مع مربع الأقل جزئية (PLS). أظهرت النتائج أن محو الأمية الثقافية والمواطنة كان لهما تأثير كبير على مهارات التفكير الناقد لدى الطلاب في مادة الدراسات الاجتماعية، ومحو الأمية الثقافية والمواطنة كان في الفئة العليا، وكانت مهارات التفكير النقدي لدى الطلاب أيضاً في الفئة العليا. بعض أوجه القصور في جوانب دور موظفي إدارة المدرسة واستخدام المكتبات بحاجة إلى الحصول على مزيد من الاهتمام من المدرسة. يمكن استخدام تأثير هذا البحث

كمرجع للمدارس والمدرسين لضمان وجود حركة محو الأمية المدرسية لدعم مختلف مهارات القرن الحادي والعشرين.

Keywords: Cultural and Citizenship Literacy, Critical Thinking Skill, 21st Century Skill, Social Subject (IPS)

INTRODUCTION

Education has become a media to empower children and adults to actively participate in social changes within their environment. Education should also focus on values, attitude, and behavior that enable individual to learn to live on diversity and pluralism.¹ A nation with high level of cultural literacy indicates that it collaborates, think critically, creative, and communicative, so that it can compete in global challenge.² On the other hand, educational institute has an important role in addressing a change and transformation for better building.³ Therefore, the mastery on six basics of literacy becomes a crucial point.⁴

To build up a cultural literacy, government establishes National Literacy Movement (GLN) as a part of the implementation of the Decree of the Ministry of Education and Culture No. 25 year 2015.⁵ This movement is acknowledged by illiterate phenomena on 15 to 24 years old in urban area (0,1%) and village/local area (10.0%). Besides, based on the level of education, Human Development Index (HDI) has recorded some percentages, namely: Indonesia (14,6%), Malaysia (28,0%), and Singapore (33,0%).

The factor that effects the low level of reading interest of Indonesian is unavailability of reading habit accustomed since early age, an access to educational

¹ Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Bab I, Pasal I, Ayat (1) stated that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation and country.

² N. Hidayati, 'Konsep Integrasi Tripusat Pendidikan Terhadap Kemajuan Masyarakat.', *Edukasia: Jurnal Penelitian Pendidikan Islam* 11, no. 1 (2016): 205.

³ H. Eryanto, 'Pengaruh Faktor Poleksosbud Terhadap Pendidikan Dan Peranan Pendidikan Dalam Membangun Poleksosbud.', *Jurnal Pendidikan Ekonomi Dan Bisnis (JPEB)* 1, no. 2 (2013): 15-39.

⁴ World Economic Forum, 'New Vision for Education: Unlocking the Potential of Technology' (Switzerland, 2015).

⁵ In 2016, the Ministry of Education and Culture intensified Gerakan Literasi Nasional (GLN), based on several phenomena that occur in terms of literacy in Indonesia, because there are still illiterate figures in Indonesia, and literacy, reading interest in Indonesia is still far behind Singapore and Malaysia. See also Regulation of the Minister of Education and Culture No. 23 of 2015 (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 23 Tahun 2015) concerning Growth of Character, which contains the obligation to read 15 minutes before starting lessons at school, with the aim that each school has a positive habitual pattern regarding school climate that cannot be separated from the climate of the surrounding environment.

facilities that has not been distributed, the minimum quality of educational media, and the less of book production.⁶

The main priority of a nation is the advancement of primary education that emphasizes student's literacy. Hopkins & McKeown state that literacy is mostly required in primary education.⁷ Thus, skill of study and motivation have become needs for students after graduated from secondary school and vocational school.⁸ On the other hand, the focus of educational competence policy for 21st century is literacy, competence, and character.⁹ Cultural and citizenship literacy are important and required to be implemented in kinship (family), school, and community.¹⁰ Besides, it does not only safe and develop national culture, but also building up Indonesian identity within global society. Therefore, cultural literacy and critical thinking have a solid relationship, and that Higher Order Thinking Skill (HOTS) is urgent.¹¹

Correspond to the previous idea, cultural and citizenship literacy have not been sufficiently conducted to improvise students' critical thinking skill. By this evidence, this study aims to study and investigate the influence of cultural and citizenship literacy for students' critical thinking skill.

RESEARCH METHOD

This study used a quantitative approach by using questionnaire as the primary instrument of data collection. Churchill & Iacobucci argued that a research design is the framework or plan for a study, and used as a guideline to collect and analyze data.¹² The design of the study was classified into descriptive typology

⁶ D. Wahyudi, H. I., Puspari, 'Pengembangan Modul Pembelajaran Berbasis Kurikulum 2013 Kompetensi Dasar Mengemukakan Daftar Urut Kepangkatan Dan Mengemukakan Peraturan Cuti.', *JPEKA: Jurnal Pendidikan Ekonomi, Manajemen Dan Keuangan*. 1, no. 1 (2017): 54-68.

⁷ R. Hopkins, C., McKeown, 'Expanding to the Global Challenge, Commission on Education and Communication', in *Expanding to the Global Challenge, Commission on Education and Communication* (UK: IUCN, 2002), 11.

⁸ A. Karolina, 'The Implementation of Brain Based Learning to Improve Students' Critical Thinking Ability in Islamic Education Philosophy Course in PAI Study Program STAIN Curup', *Cendekia* 16, no. 1 (2018): 189.

⁹ Regulation of the Minister of Education and Culture (Permendikbud) Number 23 Year 2015 concerning Growth of Character. This Permendikbud then initiated the birth of Gerakan Indonesia Membaca dan Gerakan Literasi Sekolah (GLS) in Gerakan Literasi Nasional (GLN).

¹⁰ S. Dewayani, *Merayakan Literasi Menata Masa Depan: Kumpulan Praktik Baik Literasi Di Sekolah*. (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), 8.

¹¹ O. S. Saido, G. M., Nordin, S., Siraj, A. B. B., Al-Amedy, 'Higher Order Thinking Skills among Secondary School Students in Science Learning.', *MOJES: Malaysian Online Journal of Educational Sciences* 3, no. 3 (2018): 13-20.

¹² D. Churchill, G. A., Iacobucci, *Marketing Research: Methodological Foundations* (South-Western: Thompson, 2005).

to give an overview of the various characteristics of the proposed variables and associations with phenomena that occurs. To answer the hypothesis, this study used a survey method that could be categorized as exploratory research, because it is able to describe the relationship of causality among the studied variables. The population of this study were 1,043 students at SMPN 1 Cisarua, West Java spread across 30 classes. The minimum of sample representation that is required for data analysis is as much as 281 students.

The instrument was developed by referring to the operational definition and variables. In this study, the research instruments were mostly made by subject instrument that attempted to get the data directly from student as a subject of research. The scale of assessment of the respondents' questionnaire which was successfully captured by using five models of Multiple Rating List Scale.¹³ This scale meant that each alternative answer of respondents is specified in the range of scores from 1 to 5.

The research instrument that had been arranged beforehand, was distributed to a number of respondents to test validity and reliability of research instrument. Reliability and validity were important aspects in the research process, especially to test the research instruments such as questionnaire in quantitative research. LoBiondo-Wood & Haber stated that the validity "is the extent to which an instrument measures the attributes of a concept accurately".¹⁴ In this case, there were three types of validity, namely *content validity*, *criterion-related validity*, and *construct validity*.

To test the validity of the research instrument in the form of a questionnaire before it was deployed, construct validity could be used by using Item-Total Correlation with Pearson correlation formula and r-test or t-test. Meanwhile, the reliability test used Cronbach Alpha formula. The calculation of the validity and reliability of the instrument was performed using MS-Excel program. In collecting data, this study used a questionnaire with five scale models of *Multiple Rating List Scale*.¹⁵ According to Cooper & Schindler, the ordinal data or data interval/ratio has an asymmetric distribution, measures of central tendency could be done through the distribution of inter-quartile range.¹⁶ Then the average score respondents could be categorized based on the interval as shown in the following table.

¹³ P. S. Cooper, D. R., Schindler, *Business Research Methods: 9th Edition* (Boston: McGraw-Hill Irwin, 2006), 467.

¹⁴ J. LoBiondo-Wood, G., Haber, 'Reliability and Validity: Methods and Critical Appraisal for Evidence Based Practice.', *Nursing Research*, 2014, 307.

¹⁵ LoBiondo-Wood, G., Haber, 307.

¹⁶ Cooper, D. R., Schindler, *Business Research Methods: 9th Edition*, 467.

Table 1. Guideline for Categorization of Respondents' Average Score¹⁷

Interval Score	Category
1 -2	Poor/Very Low/Never
>2- 3	Less/Low/Rare
>3 - 4	Sufficient/Often
>4 - 5	Good/High/Always

The verification analysis for this research hypothesis test used Structural Equation Modeling (SEM) based Partial Least Square (PLS). In this case, PLS was an alternative method of Structural Equation Modeling (SEM) that could be used to solve the complex relationship between variables, and the size of the data was relatively small (30 to 100). Based on the problems that have been studied in theory, the structural equation model in this study can be presented in the following diagram.

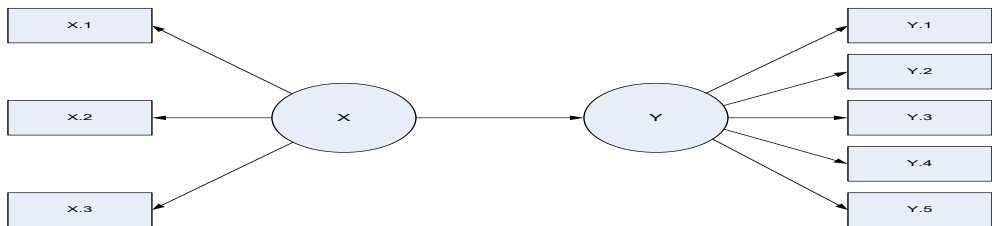


Figure 1. Model of Structural Equation

Based on the formulation of the problem, the purpose of research, and the research hypothesis, there is 1 (one) main hypotheses and two (2) sub-hypothesis tested in this study. Statistical hypothesis of all hypotheses and sub-hypothesis can be described in the Main hypothesis (H1), namely:

H₀: Cultural and Citizenship Literacy has no effect on Critical Thinking Ability of student.

H₁: Cultural and Citizenship Literacy positively effect on Critical Thinking Ability of student.

THEORETICAL FRAMEWORK

The 21st century of living demands various skill that everyone should master. Education is expected to prepare students to master various skills to be a successful individual. The pivotal skills in the 21st century are *learning to know, learning to do, learning to be* and *learning to live together*.¹⁸ The attainment of skills in the 21st century is carried out by reforming learning quality, assisting students to develop participation, adjusting learning personalization, emphasizing Problem-

¹⁷ Cooper, D. R., Schindler, 467.

¹⁸ Forum, 'New Vision for Education: Unlocking the Potential of Technology'.

based Learning, encouraging partnership and communication, improving students' participation and motivation, exploiting proper learning facilities, designing learning activities relevant to real life, inhabiting metacognition, and developing Student-centered Learning. In the 21st century, the role of teachers is crucial in forming a better future for students.

According to Wagner and *Change Leadership Group* of Harvard University, have identified competences and skills that are required by students in adapting with real-life, working space, and citizenship in the 21st century.¹⁹ These skills are (1) ability to think critical and solving a problem; (2) collaboration and leadership; (3) deftness and ability to adapt; (4) initiative and be entrepreneur; (5) able to communicate effectively in spoken or written from; (6) able to access and analyze information; and (7) having a curiosity and imagination.

A critical thinking skill is one of aspects of the 21st century skill. This skill is a fundamental skill in the 21st century learning. According to Cahyana *et al.*, critical thinking skill is a directed and certain process in mental activities, like solving problem, decision making, persuading, analyzing assumption, and perform a scientific research.²⁰ It also involves ability to access, analyze, and synthesize information that can be studied, practiced, and mastered.²¹ Besides, critical thinking skill represents other skills, like communication and information skill, and ability to check, analyze, interpret, and evaluate evidences.

Based on the technical guideline of integrated thematic learning Ministry of Education and Culture in 2013, a teacher should train students' *Higher Order Thinking Skills* (HOTS) that purposes to improve students' critical thinking to answer complex questions or solving any complex problem.²² *Higher Order Thinking Skills* (HOTS) is a thinking skill that does not only involve "recall", "restate", and "recite", but also "critical thinking" and "problem solving". In this case, Bloom states that *Higher Order Thinking Skills* (HOTS) can be performed through cognitive memory process, comprehension, application, analysis, evaluation, and creation.²³

¹⁹ T. Wagner, *Overcoming the Global Achievement Gap (Online)*. (Mass: Harvard University., 2010), 3.

²⁰ S. N. Cahyana, U., Paristiowati, M., Savitri, D. A., Hasyrin, 'Developing and Application of Mobile Game Based Learning (m-Gbl) for High School Students Performance in Chemistry.', *Eurasia Journal of Mathematics, Science and Technology Education* 13, no. 10 (2017): 7037-47.

²¹ B. Redecker, C., Ala-Mutka, K., Leis, M., Leendertse, M., Punie, Y., Gjisbers, G., Kirschner, P., Stoyanov, S., Hoogveld, *The Future of Learning: Preparing for Change*. (Luxembourg: European Union, 2011), 6.

²² G. Fidelity, N., Kosasih, E., Hamdu, 'Pengaruh Model Pembelajaran Latihan Penelitian Terhadap Kemampuan Berpikir Tingkat Tinggi Siswa Di Sekolah Dasar.', *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 4, no. 2 (2017): 169-77.

²³ L. W. Anderson, 'A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.', 2001.

National Literacy Movement (GLN) is a program and literacy movement as well as a synchronized literacy program that has been performed by main units in educational field. This movement purposes to elaborate literacy movement in the field of family, school, and community. The transformation of subject's idea and behavior within family, school, and community has become a criteria of evaluation for governance's working ability. After legalized to be government's program, literacy movement carries a great responsibility; not only to continuously decrease literate ignorance, but also carrying on the transformation of idea and behavior of the 21st century community. The transformation of idea is closely related to highly thinking (*High Order Thinking Skills*), such as thinking critically, creative, communicative, and collaborative.

The movement of literacy that characterizes the participation of all stakeholders has run fairly as well as Education Character Reinforcement (PPK) program that also aims to attract the participation of family and community in school education. The Three main principles of education, namely family, school, and community that has not found its effective realization, has presently obtained a media whose effectiveness acquires to be continuously tested. The contribution of community for better school environment is welcome.²⁴ Thus, the interaction of the three scopes is supposed to bring any real change or transformation on the idea and behavior of ones who participate in it.

There are three steps in carrying out literacy movement at school. According to Antoro, these steps involve (1) phase of deviation; (2) phase of development; and (3) phase of learning.²⁵ In deviation phase, five minutes-reading technique is performed every day, and teachers do not require to give questions about book's contents every day. In deviation phase, the principle of "no demand" should be preserved in order that the purpose of students' reading interest can be achieved. Giving questions on book's content can be conducted occasionally (like once in 2 to 3 weeks). Besides, this activity is optional and arbitrary, but a teacher can appreciate students when they have answered questions.

Furthermore, literacy of culture is an ability to understand and act against Indonesian cultures as nation identity. Occasionally, cultural and citizenship literacy will involve sense of respect and honor against people's complexity and their different culture, so that they will get a social skill and cross cultural understanding.²⁶ Cultural literacy and citizenship literacy has become important

²⁴ M. I. Kurniawan, 'Tri Pusat Pendidikan Sebagai Sarana Pendidikan Karakter Anak Sekolah Dasar.', *PEDAGOGIA: Jurnal Pendidikan* 4, no. 1 (2015): 41-49.

²⁵ B Antoro, *Gerakan Literasi Sekolah: Dari Pucuk Hingga Akar, Sebuah Refleksi*. (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2017), 41.

²⁶ Paesani. Barrette, C.M., K, 'Conceptualizing Cultural Literacy through Student Learning Outcomes Assessment.', *Foreign Language Annals* 51, no. 2 (2018): 331-34.

matter to be mastered in the 21st century of Indonesia. Thus, an ability to receive and adapt and generosity against diversity are absolute matters.

According to Hadiansyah et al, there are several basic principles/ideas of cultural and citizenship literacy.²⁷ The basic principle of cultural and citizenship literacy position culture as the world of language and thought. It means that local language and variety of behavior have become cultural wealth in Indonesia. It also means that culture has become a soul in language and behavior in a community. Arts has become a product of culture in a community. As archipelago, Indonesia certainly has produced variety of artistic forms from number of areas. Various forms of art produced by the areas in Indonesia should be well recognized by community, especially young generation. It is supposed that they can still recognize and preserve its national identity.

FINDINGS AND DISCUSSION

Description of Variable “Cultural and Citizenship Literacy”

Cultural and Citizenship Literacy (X) were exogenous latent variables that consist of three-dimensions (manifest variables). Each of these dimensions has certain indicators that can be measured. Overall, there are 15 items to measure these variables. In this case, student responses to the latent variables of Cultural and Citizenship Literacy based on the average achievement, percentage, and category that can be presented as follows.

Table 2.

Recapitulation of Average Score of the Students’ Assessment on Cultural and Citizenship Literacy (X)

Dimension	Average	Percentage	Category
X.1: Cultural and Citizenship Literacy-based Class	4,370	87,4	High
X.2: Cultural and Citizenship Literacy-based School	4,307	86,1	High
X.3: Cultural and Citizenship Literacy-based Community	4,315	86,3	High
X: Cultural and Citizenship Literacy	4,333	86,7	High

Source: Supplementary Files of Data Processing²⁸

²⁷ S. Hadiansyah, F., Djumala, R., Gani, *Materi Pendukung Literasi Budaya Dan Kewargaan*. (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), 3.

²⁸ Data processing. Recapitulation of Students’ Rating Average Score regarding Cultural and Citizenship Literacy (X). (2019)

Description of Variable “Critical Thinking Skill”

The variable “Critical Thinking Skill” (Y) is an endogenous latent variable that consists of five dimensions (manifest variables). Each individual has a specific indicator dimension that can be measured. Overall, there are 15 items to measure these variables. Students’ responses for ‘Critical Thinking Ability’ latent variables based on the achievement of the average, percentage, and category can be presented as follows.

Table 3.
Recapitulation of Average Score of the Students’ Assessment on Critical Thinking Skill (Y)

Dimension	Average	Percentage	Category
Y.1: <i>Reasoning</i>	4,292	85,8	High
Y.2: <i>Evaluating</i>	4,262	85,2	High
Y.3: <i>Problem Solving</i>	4,349	87,0	High
Y.4: <i>Decision Making</i>	4,313	86,3	High
X.5: <i>Analyzing</i>	4,302	86,0	High
X: Cultural and Citizenship Literacy	4,304	86,1	High

Source: Supplementary Files of Data Processing²⁹

Analysis of the Cultural and Citizenship Literacy

The analysis of cultural and citizenship literacy refers to the results of descriptive analysis. The calculation shows that average achievement of students’ assessment scores for Cultural and Citizenship Literacy (X) is equal to 4,333 as the high category (over 4,000). The high achievement for these variables can also be seen from the average achievement of each dimension, namely cultural and citizenship literacy-based class (mean = 4,370), cultural and citizenship literacy-based school (mean = 4,307), as well as cultural and citizenship literacy-based community (mean = 4.315).

Based on the dimension of cultural and citizenship literacy-based class, students perceive that almost all indicators in this dimension include in the high category, unless the relevant indicator of ‘Understanding’ regarding cultural and citizenship literacy. Referring to the results, students perceive that the understanding of the principals of the cultural and citizenship literacy are already high that affects the development of literacy and civic culture as a whole. Similarly, teachers’ understanding on cultural and citizenship literacy are high

²⁹ Data processing. Recapitulation of Students’ Average Score on Critical Thinking Ability (Y). (2019)

perceived by students. In this case, a teacher is required to be an important element in the development of cultural and citizenship literacy.³⁰

On the other hand, students also perceive that teachers' understanding on cultural and citizenship literacy includes in the category 'sufficient'. This evidence suggests that teachers have not been optimal in the development of cultural and citizenship literacy at the class level. However, students perceive that the intensity of utilization of cultural and citizenship literacy in learning is high, so that the impact is felt in this learning aspect. The products of cultural and citizenship literacy also have a high rate, because students can feel directly the product of cultural and citizenship literacy that are applied in the classroom or school. These products appear in the Reading Corner in the classroom with books or other printed materials related to culture and citizenship.

Based on the dimensions cultural and citizenship literacy-based school, students perceive that almost all teachers in this dimension have been categorized as high, except for the indicator frequency of Culture and Citizenship books' borrowing. Referring to the results, students perceive that the amount of cultural and citizenship materials are relatively plentiful and sufficient to read by students, as well as for a variety of cultural themed reading material and citizenship have (otherwise) been varied so. However, students recognize that the frequency of borrowing books of Culture and Citizenship in the library is not too high, because students already have a Book Corner in the classroom with large number and variety of books.

Furthermore, students stated that many school activities with the theme of culture and citizenship that have been conducted, for example dance festival accompanied by vegetables and fruit festival to increase the interest and participation of students in cultural activities in the school environment. Besides, at the same time, students perceive that the development of cultural and citizenship literacy are also proven from the increased tolerance of diversities (gender, religious, ethnic and local community). In this case, students seem to be more harmonious despite the differences or diversities. Moreover, bullying in schools is also drastically been reduced. Correspondingly, students also perceive an increase in the use of local languages (Sundanese), which was originally initiated by the activities of "*Rebo Nyunda*", and now communication manners in Sundanese including Sundanese etiquettes has been well and truly exploited and practiced by students. It was all caused by the intensification of cultural and citizenship literacy development in the school environment.

³⁰ P. Wiedarti, P. L., Retnaningsih, *Desain Induk Gerakan Literasi Sekolah*. (Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan, 2018), 8.

Based on the dimensions within cultural and citizenship literacy-based community, students perceive that all indicators in this dimension have been categorized as high. The empowering infrastructure that supports cultural literacy and citizenship has been high, with the support of infrastructure related to the development of cultural literacy and citizenship, both from the education office, school, and from the general public. The results of the calculations also show that students' perceptions on the increasing involvement of parents and communities in developing cultural and citizenship literacy has also been in high category.

The improvement in cultural and citizenship literacy is in line with the purpose of the implementation of Literacy Movement School (GLS). In this case, the common goal is to develop the character of students through ecosystem familiarization of literacy within the GLS, so that they become a learner in long life learning, while the specific goal is to foster a culture of literacy in school, increasing the capacity of citizen and the school environment to be literate, making the school as fun space and friendly learning, so that school community is able to manage knowledge and maintaining the sustainability of learning by presenting various readings and accommodate a variety of reading strategies.³¹

The implementation of cultural and citizenship literacy has followed the basic principles of Hadiansyah et al, that is culture as nature thought through language and behavior, art as cultural products, multicultural citizenship and participatory, nationalism, inclusiveness, and direct experience.³² Most of students at SMPN 1 KBB Cisarua, West Java have followed the basic principles of cultural and citizenship literacy.

All the basic principles of cultural and citizenship literacy have been directed students to better understand their culture as a natural thought through language and behavior, implementing art as a cultural product, applying citizenship with multiculturalism and participatory aspect, upholding the values of nationalism and inclusiveness, and direct experience. All these principles have also been applied simultaneously and continuously.

Analysis of the Critical Thinking Skill

The analysis of critical thinking skill refers to the result of descriptive analysis. The calculation shows the average achievement on student assessment scores for this dimension is equal to 4,304 and includes in the high category (over 4,000). The high achievement for these variables can also be seen from the

³¹ I. M. N. Suragangga, 'Mendidik Lewat Literasi Untuk Pendidikan Berkualitas.', *Jurnal Penjaminan Mutu* 3, no. 2 (2017): 154.

³² Hadiansyah, F., Djumala, R., Gani, *Materi Pendukung Literasi Budaya Dan Kewargaan.*, 3.

average achievements of each dimension, namely 'Reasoning' (average = 4.292), 'Evaluating' (average = 4.262), 'Problem Solving' (average = 4.349), 'Decision Making' (an average = 4.313), and 'Analyzing' (average = 4.302).

In the dimension of 'Reasoning', students perceive that the student's ability to reason in Social subject (IPS) is in high category (increased). In this case, students also perceive that the ability of deliberation in Social subject (IPS) has already been in high category (increased). In the dimension of 'Evaluating', students perceive that ability of students to conduct an assessment of case in Social subject (IPS) is in high category (increased). In the same context, students also perceive that the capability to distinguish between *true* and *false* in Social subject (IPS) is in high category (increased).

In the dimension of 'Problem Solving', students perceive that ability of students to identify problems in Social subject (IPS) is in the category of high (increased). Similarly, students also perceive the problem-solving skill in Social subject (IPS) is in the category of high (increased). Meanwhile, the dimension of 'Decision Making' has addressed that the ability of student to create an alternative decision making in Social subject (IPS) is in the category of high (increased). Related to this, students perceive the ability to choose the right decision in Social subject (IPS) is also in the category of high (increased). Finally, the dimension of 'Analyzing' clearly indicates that the ability of students to outline the problems in Social subject (IPS) is in the category of high (increased). Moreover, students perceive the ability to sum up the problems in Social subject (IPS) is also in the category of high (increased).

Based on the findings, the critical thinking skill of students at SMPN 1 Cisarua KBB West Java has been in line with the 21st century skill that requires a variety of skills that compulsory be mastered, so education is expected to prepare students to master a variety of skills to be a success individual. The 21st century skills are still relevant to the four pillars of life, namely a) learning to know, b) learning to do, c) learning to be, and d) learning to live together. Each principle contains of specific skills that need to be empowered in learning activities, such as critical thinking skill, problem solving, metacognition, communication skill, collaboration, innovation and creativity, information literacy, and other various skills.³³

The attainment of the 21st century skills in SMPN 1 KBB West Java has been carried out by updating the quality of learning, helping students to develop participation, customizing personalized learning, emphasizing Project/Problem-based Learning, encouraging cooperation and communication, increasing engagement and motivation, developing creativity and innovation in learning,

³³ S. Zubaidah, 'Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran.', in *Isu-Isu Strategis Pembelajaran MIPA Abad 21.*, 2016, 1.

using the appropriate learning tools, designing learning activities that are relevant to the real world, empowering metacognition, and developing Student-Centered Learning. Various skills of the 21st century must be explicitly taught through the development of appropriate curricula. The curriculum seeks to view and interpret educational purposes and human development of a nation into some concepts systematically.³⁴

In short, the 21st century learning has a fundamental principle that learning should be student-centered, collaborative, contextual, and integrated with community. The role of teachers in implementing the 21st century learning is very important in realizing the better future of nation.³⁵ In practice, students have been able to elaborate in literacy activities as the center of development activities integrated in the learning. Literacy activities developed through learners' critical thinking skill that lead to learning-based HOTS. Literacy activities are developed by improving literacy skills of subjects by using enrichment books and reading strategies in all subjects with some phases, namely *habituation*, *development* and *learning*. This habituation phase can be done by reading 15 minutes before the lesson begins. The development phase can be done by providing a variety of reading experiences and activities like reading and writing. Thus, reading enrichment is done through fiction and nonfiction books.³⁶

Analysis of the Influence of Cultural and Citizenship Literacy towards Critical Thinking Skill

The analysis of the influence of cultural and citizenship literacy on students' critical thinking skill that relates to the main hypothesis, has examined on how far the influence of cultural and citizenship literacy towards students' critical thinking skill in Social subject (IPS) at SMPN 1 KBB Cisarua, West Java. The calculations shows that the effect of (R-Square or R² or the coefficient of determination) cultural and citizenship literacy on students' critical thinking skill is equal to 0.463 or 46.3%. This finding means that 46.3% of variance on students' critical thinking skill in Social subject (IPS) can be explained by cultural and citizenship literacy, and the balance value of 0.537 or 53.7% is influenced by other external factors. In other words, cultural and citizenship literacy significantly influence 46, 3% of the students' critical thinking skill. Thus, the higher the understanding on cultural and citizenship literacy, the higher the students' critical thinking skill.

³⁴ H. Baharun, 'Curriculum Development through Creative Lesson Plan.', *Cendekia* 25, no. 1 (2018): 41.

³⁵ C. Trilling, B., Fadel, *21st Century Skills: Learning for Life in Our Times*. (San Francisco, California: Jossey-Bass/John Wiley & Sons, Inc., 2009), 48.

³⁶ Antoro, *Gerakan Literasi Sekolah: Dari Pucuk Hingga Akar, Sebuah Refleksi.*, 5.

The cultural and citizenship literacy that significant effect on students' critical thinking skill is in line with the results of previous study by Akbar finds that literacy is a skill that must be possessed by every student in primary and secondary education, so that teachers can integrate the learning materials in their activities.³⁷ Besides, teachers can take advantage of the development of literacy program in improving student skills that become necessity. On the other hand, it is also consistent with the results of Kong's study that the digital classroom can enhance information literacy and critical thinking skill.³⁸ The effectiveness of relevant pedagogical design of digital classroom is perceived positively by students in supporting the development of literacy and critical thinking skill.

Corresponding the previous findings, a study by Pujiono also implies that by the application of critical thinking skill on students through Indonesian language learning (especially reading and writing), evidently can reinforce national identity.³⁹ Critical thinking in literacy of reading and writing is a deep, evaluative, and analytical activity. A critical thinker will be able to provide the settlement issue from some considerable perspectives. Kenna et al. also reinforces these findings by suggesting that literacy (in addition to the aspects of reading and writing as well as an understanding of the IPS as school subject) has led students to some following phases, namely: *analysis*, *synthesis*, *questioning*, *argumentation* and *critical thinking*.⁴⁰

In addition, Suardana et al also finds that students who are literate on local culture, tend to have a higher critical thinking skill.⁴¹ Local cultural literacy also supports the improvement of literacy, such as reading and writing literacy, numeracy literacy, scientific literacy, digital literacy, and financial literacy in forming critical thinking, creativity, communication, and collaboration. Social and cultural sensitivities also become complements for students to increase their understanding on local cultural literacy and critical thinking skill level. Gretter & Yadav examine the development of the 21st century students' skill (such as critical thinking) has indeed required the support of media and information

³⁷ Aulia Akbar, 'Membudayakan Literasi Dengan Program 6M Di Sekolah Dasar', *Jurnal Pendidikan Sekolah Dasar (JPSD)* 3, no. 1 (2017): 42-52.

³⁸ S. C. Kong, 'Developing Information Literacy and Critical Thinking Skills through Domain Knowledge Learning in Digital Classrooms: An Experience of Practicing Flipped Classroom Strategy.', *Computers & Education* 78 (2014): 160-73.

³⁹ S. Pujiono, 'Berpikir Kritis Dalam Literasi Membaca Dan Menulis Untuk Memperkuat Jati Diri Bangsa.', in *Prosiding PIBSI XXXIV* (Jakarta: PIBSI, 2012), 778-83.

⁴⁰ B. Kenna, J. L., Russell, I. I. I., William, B., Bittman, 'How Secondary Social Studies Teachers Define Literacy and Implement Literacy Teaching Strategies: A Qualitative Research Study', *History Education Research Journal* 15, no. 2 (2018): 218.

⁴¹ I. N. Suardana, I. N., Redhana, I. W., Sudiarmika, A. A., Selamat, 'Students' Critical Thinking Skills in Chemistry Learning Using Local Culture-Based 7E Learning Cycle Model.', *International Journal of Instruction*. 11, no. 2 (2018): 399-412.

literacy as well as cultural literacy.⁴² Media, information, and cultural literacy can support the development of the 21st century student skills, such as critical thinking.

CONCLUSION

Cultural and citizenship literacy has significantly affected the ability of students' critical thinking in Social subject (IPS) at SMPN 1 KBB Cisarua, West Java. The higher the understanding on cultural and citizenship literacy, the higher the students' critical thinking skill. Cultural and citizenship literacy is in the category of "High". The height of students' understanding on this literacy can be a potency to develop. The ability of students' critical thinking in the Social subject (IPS) has been categorized as High. The height of critical thinking has become one of characteristics of success in the development of school literacy movement.

⁴² A. Gretter, S., Yadav, 'Computational Thinking and Media & Information Literacy: An Integrated Approach to Teaching Twenty-First Century Skills', *TechTrends* 60, no. 5 (2016): 510-16.

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