LITERACY AND CHALLENGES OF THE 21ST CENTURY THROUGH INTEGRATIVE THEMATIC LEARNING AT STATE PRIMARY SCHOOL KUTA BAKME BANDA ACEH

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ABSTRACT

This research uses a descriptive qualitative research method, namely research based on phenomena that occurred in one case at SD Negeri Kuta Bakme. Based on the facts seen in these schools, teachers still use old or potential methods in the learning process through literacy, because teachers in these schools rarely have digital competence. The researcher observed the learning carried out by Kuta Bakme State Elementary School teachers that 21st century learning through literacy really provides opportunities for teacher creativity in the active learning process. Through this research method, it shows that digital competence must be possessed by a teacher to present the latest content in learning 21st century through literacy. Digital competency is a person's ability to use and understand information technology effectively, including skills in using hardware, software, the internet, as well as the ability to search, evaluate and utilize information from various digital sources. .Digital competence shows the use of information and communication technology based on pedagogical principles by being aware of the consequences that arise or occur because of something for education. Digital competency includes mastering information and communication, creating learning content, and solving educational problems.

Keywords: Literacy, 21st Century Learning.

INTRODUCTION

Literacy is the basic knowledge and / or competence that a person must have according to the context of community needs and the times. Regarding literacy as a term that is not just about literacy in Indonesia, it can be said that it only began when the Minister of Education and Culture. In the National Literacy Movement (GLN), although not exclusive to reading activities, literacy is focused on reading activities.

The 21st century is a very different century from previous centuries. During this century, especially in the highly sophisticated field of information and communication technology (ICT), the world is getting closer. Due to the sophistication of ICT technology, various information from various parts of the world can be instantly and quickly accessed by anyone and anywhere. Interpersonal communication can be done easily, cheaply anytime and anywhere.

21st Century Learning is to make graduates have competence in mastering complex thinking, communication skills and solving very important problems in accordance with the needs of today's global dynamics (Uminingtyas, Sukarmin, suryana, 2019) besides that collaboration and creativity skills are also needed by young people to face the complex rapid development of the world (Ark, 2019). According to Widayat (2018), 21st century education is education that integrates knowledge skills, skills and attitudes as well as mastery of information and communication technology.

The challenges facing teachers in the 21st century no longer revolve around students' academic abilities, but rather students' intellectual, emotional, moral and moral education. The era of globalization demands high competition without exception for all humans. Teachers in the 21st century are challenged to be able to create education that can contribute to producing thinker resources who are able to contribute to building a knowledge-conscious social and economic order as befits a global citizen in the 21st century.

METHODS

Awareness of the challenges and opportunities presented by globalization on the one hand, and the importance of the role of education on the other hand encourages stakeholders to make preparations. One of them is debriefing and expanding teachers' knowledge about the characteristics of the

challenges presented by globalization in the 21st century.In addition, in general, teachers still do not have adequate knowledge about the challenges of 21st century education.

The method of this type of research is descriptive research. The method used in this study is literature review. Data obtained from reviewing articles, journals and other sources related to research are then concluded. Data processing and analysis are carried out qualitatively and cumulatively with descriptive elaboration.

RESULTS AND DISCUSSION

Teachers are required to consciously change the traditional learning approach to a digital approach that is considered more relevant in meeting student needs. The process of trans-cutting from traditional to digital means has a pattern that varies depending on the way educators and educational institutions concerned respond and adapt. The process of teacher adoption and adaptation in 21st century learning is divided into four phases including: (1) dabbling, (2) doing old things in old ways, (3) doing old things in new ways and, (4) doing new things in new ways (Smaldino, 2015). The four adaptation processes must be able to be carried out by teachers, so that self-consistency is needed so that the adaptation process runs properly. Not a few educators are actually worried about facing 21st century learning because of the lack of consistency in undergoing these adaptation steps.

Picture: *Students working on a thematic assignment*

Picture: *Group photo of students and teachers in class*

Picture: *Students Read a Book Together*

Pictured: *Students cleaning school halls together*

CONCLUSION

New literacy is an effort literacy to gain knowledge and answer the challenges of the times with aspects of data literacy competence, technology and human resources / humanism. New literacy is a reinforcement of old literacy (reading, writing, arithmetic). The figure of "literacy teachers" is needed, because in addition to learning knowledge, they are able to succeed in learning pre-literacy, literacy, and post-literacy stages. The goal is that the literacy ability of students is not only in the literacy ability of reading, writing, and arithmetic, but is already at the stage of analyzing data, technology, and humanism. All of this can be strengthened in the Elementary School Teacher Education (PGSD) study program as a printer for MI / SD teacher candidates. Teachers must be able to strengthen 21st century literacy learning with learning outcomes in the creative, critical, communicative, and collaborative stages.

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