HUMANISTIC LITERATION DIAGNOSIS IN CONSTRUCTIVE LEARNING MODEL IN ELEMENTARY SCHOOL STUDENTS IN BULELENG REGENCY

Sanjayanti, N.P.A.H[1]., Qondias, D[2]., Wardana M.A.K[3]., Darmayanti, N.W.S[4].

[1] Politeknik Ganesha Guru, Singaraja-Bali
[2] PGSD STKIP Citra Bakti, Flores-NTT
[3] Prodi Ilmu Pendidikan Undiksha, Singaraja-Bali
[4] Prodi Pendidikan Fisika Muhamaddiyah Mataram, NTB

e-mail: sanjayantihervina@gmail.com
dimdimqondias@gmail.com
madewardana782@yahoo.com
wyndarmayanti@gmail.com

Abstrak: This research is Ex Post Facto research. This study aims to determine and analyze the magnitude of the determination of Humanistic Literacy in constructivist learning models in elementary school students of Buleleng Regency. The study population was 100 elementary school students of Buleleng Regency. Data collection was carried out with a closed questionnaire. Data were analyzed by applying statistical formulas with product moment techniques and partial correlations. The results of data analysis show that there is a determination of Humanistic Literacy in constructivist learning models in Buleleng Regency elementary school students by 44%.

Keywords: Humanistic Literacy, constructivist learning model

1. Introduction

Distruption Era has entered a new phase in the development of science and technology and also has penetrated the education sector. The stakeholders in the education environment are expected to be able to respond positively to changes in the era of the 4.0 revolution (Nasir: 2018). In the Era of Revolutionary Industry 4.0 it is necessary to develop new literacy. New literacy includes data literacy, technology literacy and human literacy. Data literacy related to the ability to read, analyze and make conclusions think based on data and information (big data) obtained. Technology literacy is related to the ability to understand how the machine works. Technology applications and work based on technology products to get maximum results. Human literacy is related to communication, collaboration, critical thinking, creative and innovative abilities.

Human literacy is important in surviving in this era, the aim is that humans can function well in the human environment and can understand interactions with fellow humans (Intan: 2018). This interaction can be seen in the world of education, especially in the school environment. For this reason, the task of the education world today through its learning process is not only to emphasize the strengthening of old literacy competencies, but simultaneously strengthen the strengthening of new literacy that is integrated in the strengthening of scientific competence and expertise or profession.

The role of the school environment as one of the manifestations of human literacy is currently still looking for forms through the learning process. Learning in elementary schools through the 2013 curriculum explicitly sets out inquiry learning methods and PBL in which the method is part of constructivists. The interesting thing is discussed further in this article about the extent to which the application of the constructivist model relates to human literacy (Humanistic literacy). So that it will answer the importance of humanistic literacy which is currently a trend of implementation in facing the 4.0 industrial revolution.

Based on the fact in the field, in fact, it turns out that humanistic literacy in constructivism learning models for elementary school children in Buleleng Regency is still relatively low, this is due to the lack of understanding and implementation of constructivism-based learning as exemplified earlier. Based on this background, expospacto research is needed to reveal the diagnosis of humanistic literacy in constructivist learning models in elementary school children in Buleleng Regency.

2. Related Works/Literature Review

Humanistic Literacy

UNESCO explained that literacy is the right of everyone and is the basis for lifelong learning. Literacy skills can empower and improve the quality of individuals, families, communities. Because of its "multiple effect" or can have an effect on a very wide realm, literacy ability helps eradicate poverty, reduce child mortality, population growth, and ensure sustainable development, and the realization of peace. Illiteracy, however, is a barrier to a better quality of life.

In humanistic theory, teachers are expected not only to conduct studies how to teach well, but an in-depth study is carried out to answer the question of how students can learn well. Jigna in CS Canada journal (2012) emphasizes that "To learn well, we must give the students chance to develop freely ". This statement means for produce good learning, the teacher must give opportunities to students to develop freely.

Humanistic literacy is related to communication, collaboration, critical thinking, creative and innovative abilities (Rozak, 2018). Carl I. Hovland said that communication is the process by which a person (communicator) expresses stimulants (usually the symbol of the symbol in words) to change the behavior of others (communicants). While Everett M. Rogers, an American Rural Sociology expert defines communication as the process by which an idea is transferred from source to one recipient or more, with a view to changing their behavior.

Collaboration is a form of social interaction. According to Abdulsyani, Collaboration is a form of social process, in which there are certain activities aimed at achieving common goals by helping each other and understanding each other's activities. As quoted by Abdulsyani, Roucek and Warren, said that collaboration means working together to achieve a common goal. It is the most basic social

process. Usually, collaboration involves the division of tasks, where each person does every job that is his responsibility for the achievement of common goals.

Critical thinking has the meaning as a consideration and decision-making process that is thoughtful and carried out independently. Peter Facione, argues that critical thinking is the process of formulating reasons and considerations regarding facts, circumstances, concepts, methods and criteria. Richard Paul defines critical thinking as a process of formulating orderly reasons actively and skillfully from drafting concepts, applying, analyzing, integrating (synthesizing), or evaluating information collected through a process of observation, experience, reflection, reasoning or communication as a basis in determining actions.

According to John Adair creativity is the power of thought and enthusiasm that allows us to hold something that has usefulness, order, beauty, or the importance of something that doesn't seem to exist. Whereas Innovative is someone's effort by utilizing thinking, imagination ability, various stimulants, and individuals who surround them in producing new products, both for themselves and their environment

Constructivism Learning Model

According to Brooks & Brooks (1993) constructivism is more a philosophy and not a learning strategy. "Constructivism is not an instructional strategy to be deployed under appropriate conditions. Rather, constructivism is an underlying philosophy or way of seeing the world. In fact, according to Glasersfeld (1987) constructivism as "a theory of knowledge with roots in" philosophy, psychology and cybernetics ". Von Glasersfeld defines radical constructivism to always form a conception of knowledge. He sees knowledge as something that actively receives anything through a healthy mind or through communication. It is actively associated with building knowledge. Cognition is adaptive and allows something to organize the experience of the world, not to find a goal of reality (von Glasersfeld, 1989).

According to the constructivism paradigm, learning is an active process of students constructing meaning both in the form of text, dialogue, physical experience, etc. (Suparno, 1997). The construction process of understanding is carried out based on learning perceptions (Halat, 2009). This implies that students are seen as thinking units and have had initial knowledge as a result of their interaction with the environment. The constructivism paradigm emphasizes learning not as a transfer of knowledge but a way of transforming the structure of thinking and knowledge (Winataputra, 2007). Students manage understanding through learning materials prepared by the teacher. Learning is also a process of assimilating and connecting experiences or materials learned with the understanding that a person has so that his understanding develops. The process is characterized by the following (Suparno, 1997).

1) Learning means forming meaning. The meaning is created by students from what they see, hear, feel, and experience. The construction of meaning is influenced by the understanding that has been owned.
2) Construction of meaning is a process that occurs continuously. Whenever faced with a new phenomenon or problem, reconstruction was carried out, both strong and weak.
3) Learning is not a fact gathering activity, but rather a development of thought by making new understanding. Learning is not the result of development, but it is a development itself, a development that demands the discovery and rearrangement of one's thinking.
4) The actual learning process occurs when someone's scheme in doubt stimulates further thinking. An imbalance situation (disequilibrium) is a good situation to spur learning.
5) Learning outcomes are influenced by students' experiences with the physical world and their environment.
6) The results of one's learning depend on what the learner already knows: concepts, goals, and motivations that influence the interaction with the material being studied.

Constructivism sees learning as a process of building knowledge by individuals (Suratno, 2008; Winataputra, 2007). Learning enables interaction between what is being taught and what is already known. Constructivism considers the importance of student experience factors in the form of knowledge and beliefs that students bring into learning.

In its development, constructivism is indeed widely used in learning approaches. Constructivism is basically a view that is based on the activities of students to create, interpret, and reorganize knowledge by individual means (Windschitl, in Abbeduto, 2004). In line with this opinion according to Schwandt (1994) that constructivism is like interpretivists and constructivists. This is in line with the opinion of von Glaserfeld (1987) that knowledge is not a communication and commodities can be moved.

3. Material & Methodology

Judging from the approach, this study includes ex post facto research. Based on the method, this study uses a quantitative method with a research design that aims to examine the possible relationships between variables. The form of the relationship in question is causal, because this research seeks to find the magnitude of the determination of the humanistic literacy variables towards the Constructivist learning model (Y). This research is descriptive, because it is only to measure existing variables and not manipulate variables.

To obtain empirical data about the variables examined in this study used questionnaires and observations. Questionnaires were used to collect data about humanistic literacy variables on learning learning strategies for elementary students in Buleleng Regency. The instrument used to measure is a closed questionnaire. A closed questionnaire is that each question item will be provided with an answer choice and the respondent will choose an alternative answer to each question that has been provided (Sugiyono, 2002: 163). Each category or choice will be given a score between 1 to 5 (Likert Scale model) and the data collected in the form of interval data.

Data analysis is a process of simplifying data in a form that is easier to understand and interpret using statistics. Data analysis used is Product Moment analysis, Partial Correlation, and Multiple Regression.

4. Results and Discussion

In this study, the search for determinants is the diagnosis of humanistic literacy in constructivist learning models of elementary school children in Buleleng Regency. Data on humanistic literacy has a range = 33, n = 28, minimum score = 74, maximum score = 107, many interval classes = 6, interval class = 6, average = 93.39, median = 94, standard deviation = 8.96, and variance = 80.25. Based on the data, the number of students who scored between the score range 73-78 with a median value of 75.5 amounted to 3 people with a relative frequency of 10.71%. The number of students who have a range of 79 - 84 with a middle value of 81.50 is 1 person with a relative frequency of 3.57%. The number of teachers who have a range of 85 - 90 with a middle value of 87.50 is 4 people with a relative frequency of 14.29%. The number of students who have a range of 91 - 96 with a mean value of 93.50 is 11 people with a relative frequency of 39.29%. The number of students who have a range of 97 - 102 with a mean value of 99.50 is 5 people with a relative frequency of 17.86%. The number of students who have a range of 103-108 with a mean value of 105.50 is 4 people with a relative frequency of 14.29%.

In order to make it clearer, the data in the table above can be summarized as shown below.

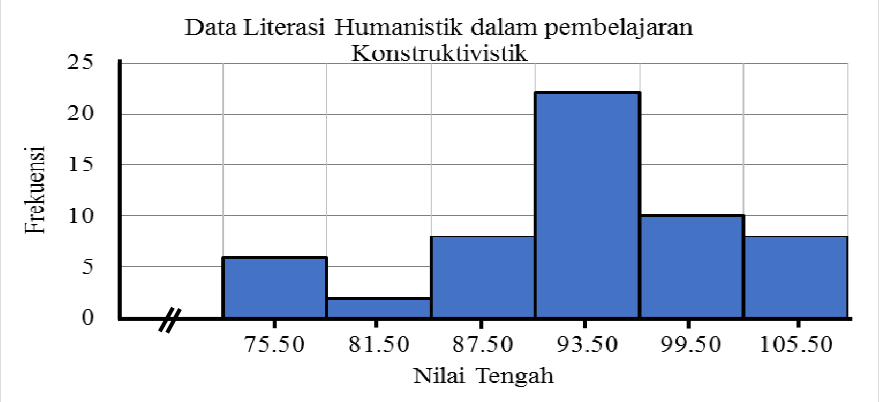

Figure.1 Humanistic Literacy Data Histogram

To determine the tendency of classification of humanistic literacy data of school students is done by calculating the ideal mean (Mi) and ideal standard deviation (Sdi) where Mi = ½ x (maximum score + minimum score) and Sdi = 1/6 (maximum score - minimum score). When viewed from the average (mean) = 93.39 and converted into tables, it can be seen that the trend of supervision quality data is in the high category.

Table 1. Class Intervals for Each Category

Interval Skor	Category
98,75 – 107,00	Very high
93,25 – 98,74	High
87,75 – 93,24	Medium
82,25 – 87,74	low
74,00 – 82,24	Very low

When viewed from the average (mean) = 93.39 and converted into the table above, it can be seen that the trend of supervisory quality data for principals is in the high category.

Based on the results of data analysis and discussion, it can be concluded that there is a significant determination between humanistic literacy and constructivist learning models. The results of the analysis with the help of SPSS show that the partial coefficient between variables X1 with variable Y while the variables X2 and X3 are controlled (r1y-23) has a value of 0.663 and the value of r2 = 0.4396 (44%). This means that humanistic literacy (X1) determines 44% of the quality of constructivist learning models (Y).

5. Conclusion

Based on the results of data analysis and discussion, it can be concluded that there is a significant determination between humanistic literacy and constructivist learning models. The results of the analysis with the help of SPSS show that the partial coefficient between variables X1 with variable Y while the variables X2 and X3 are controlled (r1y-23) has a value of 0.663 and the value of r2 = 0.4396 (44%). This means that humanistic literacy (X1) determines 44% of the quality of constructivist learning models (Y).

Acknowledgement. Thanks are given to all those who supported this research, including the schools that were used as objects and research subjects.

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