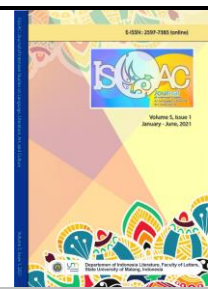

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**LITERACY INFORMATION ON INDONESIAN LANGUAGE TEACHERS AND THE
DEVELOPMENT OF FUTURE TEACHER BOOKS**

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ABSTRACT

This article aims to describe (a) Teacher's Book Encourages Information Literacy and (b) Teacher's book Encourages the Improvement of Creative Critical Thinking Ability. The teacher's book contains a variety of information, from the procedures for using the book, the substance of learning materials, to comprehensive literacy content. In addition, the book must also be able to guide the teacher to be able to select and apply learning materials and strategies according to the times and needs of students. In addition, the book must also be able to guide teachers in order to grow and improve students' critical thinking skills and attitudes.

INTRODUCTION

In the future, the flow of information will increase through internet networks that are global in nature throughout the world and require anyone to adapt to this trend if they do not want to be outdated. The development of information and communication technology (ICT) has had an influence on the world of education, especially in the learning process. In line with the development of ICT, there has been a change in view of learning, namely learning as (1) a natural process, (2) a social process, (3) an active and passive process, (4) a linear and/or non-linear process, (5) an integrative process and contextual, (6) activities based on models of students' strengths, skills, interests, and culture, (7) activities that are assessed based on task fulfillment, the achievement of results, and solving real problems both individually and in groups.

Rosenberg (2001), with the development of the use of ICT, there are 5 (five) shifts in the learning process, namely: (1) from training to performance, (2) from classrooms to anywhere and anytime, (3) from paper to "online" or channel, (4) physical

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facilities to network facilities, (5) from cycle time to real-time. Communication as an educational medium is carried out using communication media such as telephone, computer, internet, e-mail, etc. The interaction between teachers and students is carried out through face-to-face relationships and carried out using these media. Teachers can provide services without having to face students. Similarly, students can obtain information in a wide range of different sources through *cyberspace* or virtual space using a computer or the internet.

In the context of the information age, teachers have the widest independence and autonomy in managing the overall information to make all learning support resources dynamic. Thus, teachers not only behave in teaching but also learn from their interactions with students. The demands of teachers as learners in the 21st century are closely related to literacy, especially information literacy.

Literacy is generally defined as the ability to access, understand, process, and use intelligently. Literacy has the goal of creating humans who enjoy learning throughout their lives. Literate humans can think critically, creatively, collaboratively, and communicate and are skilled at solving problems at hand. One part of literacy is information literacy. Information literacy is also called information literacy, namely awareness of information needs, identifying, accessing effectively and efficiently, evaluating and combining information legally into knowledge, and using that information for the issues or problems at hand (Lasa HS, 2009: 190). Mastery of information literacy for teachers is very important as agents of change. Information literacy is the ability to know when there is a need to seek information, to be able to identify, find, evaluate, and effectively use that information for the issue or problem at hand. Information literacy is a learning concept. Information literacy contains a set of skills (*soft skills*) that teachers must possess as independent learners.

A person is said to be literate or information literate if he is able to determine what information he needs, seek and find that information from both printed and digital sources, evaluate and use that information wisely and effectively. This information will be used as a problem-solving tool, whether it is used to do assignments or to support its work. Individuals can be said to be information literate if they are able to (1) determine the extent to which information is needed; (2) accessing the required information effectively and efficiently; (3) critically evaluating information and sources; (4) enter the selected information into one's knowledge base; (5) use information effectively to achieve certain goals; and (6) understand the economic, legal, and social issues that include the use of information, and access and use information ethically and legally (The Association of College and Research Libraries, 2000).

ELEMENTARY SCHOOL TEACHER INFORMATION LITERACY

Research related to teachers and literacy has been carried out, and it has found that the level of information literacy of elementary school teachers is in the sufficient and inadequate category. From the research results, it was also found that student books and teacher books were the main sources of information in the field (Harsiati, 2016). Based on the analysis of teachers' understanding of the literacy program, the following points were obtained. First, teachers are still weak in understanding the concept of literacy and how to implement literacy programs at the learning and development level. Understanding how to implement at the habituation stage is in a sufficient category. The average score of understanding of teachers is at a score of 4, 8 of the range of scores 1-- 10. Aspects measured on the ability of teachers included the concept of literacy, literacy goal, ask how to improve literacy, how to engage in activities

that can improve the literacy before reading, how to play a role in supporting implementation at the habituation stage, how to play a role in supporting implementation at the learning stage, how to play a role in supporting implementation at the development stage, how to carry out activities that can increase literacy after reading, and how to motivate children to enjoy reading (Harsiati, 2016)

From the results of research on the use of student books and teacher books, it was found that 87% of elementary school teachers used student books and teacher books as the main source of information in teaching. Student books are used to understand the material to be taught and complement the material in the lesson plans. The teacher's book is used to make lesson plans, choose methods, select materials, and select media. Teachers' obstacles in using student books and teacher books include the absence of deepening of the material, insufficiently developed knowledge assessment instruments, and inadequate material description so that teachers receive insufficient input. The research also found that elementary school teachers used teacher books and student books as the main source of information for learning. The research results also concluded the use of teacher books from the perspective of the teacher. From the teacher's perspective, it was found that teachers experienced several obstacles in the use of teacher books in terms of (1) the teacher's books did not provide an in-depth study of essential material in science, mathematics, social studies, and Indonesian subjects, (2) teacher books were inadequate to guide teachers in compiling HOTS knowledge questions, and (3) the teacher's books are inadequate in providing insight into skills assessment models that match the theme (Harsiati, 2016).

These studies' various results indicate that intervention for elementary school teachers can be done through teacher books. This is suggested because it is based on teachers' tendency to use teacher books as the main source of information. For this reason, it is necessary to design teacher books that can improve information literacy, guide teachers to explore essential subject matter, and guide teachers to improve ways of developing learning and assessment methods that are relevant to the demands of critical, creative, communicative thinking.

Teacher's Book Encourages Information Literacy

Books teachers should continue to encourage literacy information teachers' development, building on literacy information elements.

The American Library Association (ALA) defines information literacy as a term applied to problem-solving information skills. Information literacy consists of the following seven skills.

- (1) Defining information needs, namely a person's ability to know that the knowledge he has about a certain subject is insufficient. However, he realized that all around him, there were many resources available that could be used to solve his various problems
- (2) Defining a search strategy, which is a pre-search process by which a person is able to organize currently known data into categories or subjects, identify potential sources of additional material into categories or subjects and determine criteria for the potential sources, skills, forms/formats, and so on.
- (3) Collecting sources, namely the ability of a person to carry out the process of collecting various sources needed, both in printed and non-printed, online and computerized forms, interviews between experts, application for suitable government documents, consultation with librarians and other experts for advice on additional resources needed.
- (4) Assessing and understanding information, namely the process of organizing and filtering and researching keywords and related topics, evaluating the authority of the

sources, identifying errors, taking the views of some side, and then if necessary, clarifying the questions again to search for the required information.

- (5) Translating information involves analyzing, synthesizing, evaluating, and organizing selected data for use and then drawing a conclusion from everything related to the research.
- (6) Communicating information, namely various information using benefits to others from research questions, in reports, posters, graphics, or others.
- (7) Evaluating the product process, namely evaluating the product and the research process it does. This skill in evaluating will be able to determine the extent to which the data obtained meets the objectives of the research it does (Arga, 2009).

The compiled teacher book must train a person to understand information needs, find and determine the information needed based on appropriate information sources with an effective search model, compile new information based on one's ability to develop a frame of mind. And the next stage is to present the results of the description of the framework—thoughts based on the theory of experts. Someone who has this ability is a category of information literate or literate individual, that is, someone who is able to learn independently to meet information needs throughout his life. Teacher books need to encourage teachers to explore information with various sites designed and sites from various relevant sources. Media, in the form of IT, also needs to be encouraged through teacher books and student books.

Since student books and teacher books are the main sources, it is necessary to develop teacher books that are educated and stimulate information literacy. Practically, with the existing information literacy pattern, it is hoped that related parties will spur teachers to have information literacy. The teacher's book, among others, has the characteristics (a) the provision of various sites for deepening essential materials in elementary schools that can be accessed with a special *barcode* in the teacher's book, (b) training in deepening materials with structured modules or e-learning, (c) providing various sites for deepening methods development of assessment tools that are relevant or accessible by a special *barcode* in the teacher's book.

Teacher's book Encourages the Improvement of Creative Critical Thinking Ability

Teachers in the era of the 21st century act as autonomous learners who must be able to solve problems critically-creatively. As agents of change, teachers are expected to have special skills as a provision for life in the 21st century, namely 21st-century skills. According to the *International Society for Technology in Education* (2007), there are six 21st century skills, namely (a) creativity and innovation, (b) communication and collaboration, (c) fluency in research and information, (d) critical thinking, problem-solving, and decision making, (e) digital citizenship, and (f) technology concepts and operations. 21st-century craftsmanship is complex, multilayered, and overlapping. However, there is one skill that is included in almost all 21st-century skills. An important skill to acquire is critical thinking skills (Facione, 2014). Critical thinkers will be careful in accepting, rejecting, and suspending the information and arguments they receive (Facione, 2000).

The substance of critical thinking skills, according to Facione (2000), consists of six elements, namely (1) interpretation skills, (2) analysis skills, (3) inferencing skills, (4) evaluation skills, (5) explanation skills, and (6) explanatory skills self-regulating. Each main skill has several sub-skills, and each sub-skill is described in a number of indicators.

Furthermore, creative thinking is a thinking ability that starts from a sensitivity to the 'challenging' problem that is being faced. Furthermore, there are elements of the

originality of ideas that arise in a person's mind related to what is identified. The result that emerges from creative thinking is actually something new for the person concerned and is something different from what is usually done. Creative thinking also appears in the form of the ability to find new relationships and see things from a different perspective than usual.

Creative thinking is detected in four types: sensitivity (*sensitivity*), fluency (*fluency*), flexibility (*flexibility*), and authenticity (*originality*). In connection with sensitivity, authenticity, flexibility, and fluency in the thought process that gives birth to (creative) ideas, it is deemed necessary to have a further action to fix and organize properly or regularly and in detail what has been produced. This needs to be done so that the individual does not lose momentum in the learning atmosphere, especially before he or she forgets about the good ideas that arise. This regular and detailed waiting opens opportunities for learners to repeat or read and review what he produces at any time.

In an effort to encourage teachers to think critically-creatively, it is necessary to first have a deep understanding of the essential material in the subject being taught. Because elementary teachers need to master all subjects (other than Religion and Physical Education), a site or module is needed so that teachers first understand essential material in science, social studies, mathematics, civics, and Indonesian. By understanding the essential material, will encourage critical - creative thinking to develop learning and assessment. Without a good understanding of the essential material, creative, critical thinking is difficult to hope for because it does not have an adequate understanding.

CONCLUSION

This article discusses two things, namely (a) teacher's book and information literacy and (b) teacher's book and increasing creative and critical thinking skills. The teacher's book contains comprehensive guides that enable teachers to teach well. This will have an impact on the information literacy level of students. In addition, this book is also important in terms of improving critical and creative skills. This ability is very necessary in facing the times.

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