

Strengthening New Literacy in Madrasah Ibtidaiyah Teachers in Responding to the Challenges of the Industrial Revolution 4.0

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Abstract: This research aims to examine the strengthening of new literacy in Madrasah Ibtidaiyah (MI) teachers in facing the challenges of the Industrial Revolution 4.0 through an integrative literature review approach. The main focus is on data literacy, technology, and humanism that are aligned with Islamic values and national character. Data were obtained from scientific articles published between 2015-2024 and accessed through Google Scholar, Scopus, DOAJ, and Scispace, with selection based on strict inclusion and exclusion criteria. The results show that improving new literacy competencies for MI teachers depends on contextual curriculum design, adaptive training and synergy between schools, communities and parents. In addition, the role of teachers as literacy facilitators is important in shaping a learning environment that is inclusive and responsive to technological developments. This study recommends strengthening the literacy ecosystem through a collaborative approach oriented towards transforming education in the digital era. The findings confirm the need for systemic efforts to empower MI teachers as strategic agents of change in creating 21st century learning.

Keywords: New Literacy, Madrasah Ibtidaiyah Teachers, Industrial Revolution 4.0, Digital Literacy, Integrative Reviewg.

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A. INTRODUCTION

The Industrial Revolution 4.0 has brought significant changes in various aspects of life, including in the field of education. In this context, the concept of new literacy becomes very important, especially for Madrasah Ibtidaiyah (MI) teachers. New literacies include data literacy, technological literacy, and human resource literacy or humanism, which are essential skills in facing the challenges of the digital era (Ibda, 2018). MI teachers as educators at the primary level have a strategic role in shaping the literacy foundation of students, so strengthening new literacy in teachers is key in creating a competent generation in the era of the Industrial Revolution 4.0 (Ibda, 2018).

Data literacy is the ability to read, understand, create and communicate data as information. In a study by Fauziah (2021), it was found that class teachers at SDIT Qurrata A'yun had good digital literacy skills, indicated by the level of ability that reached the highest level, namely creating. This shows the importance of data literacy in supporting an effective learning process. In addition, a study by Safrizal (2023) showed that MI teachers in Tanah Datar District have a good understanding of digital literacy, but still need further training to optimize the use of data in learning. Research by Ibda (2018) also emphasizes the importance of data literacy for MI teachers in facing the challenges of the Industrial Revolution 4.0.

Technological literacy refers to an individual's ability to use, understand and evaluate technology effectively. In the context of education, technological literacy is important for MI teachers to integrate technology in the learning process. Research by Fauziah (2021) shows that classroom teachers at SDIT Qurrata A'yun have good digital literacy skills, which include technological literacy. In addition, a study by Ibda (2018) emphasized the need for MI teachers to understand technology literacy. Technological literacy refers to an individual's ability to use, understand and evaluate technology effectively. In the context of education, technological literacy is important for MI teachers to integrate technology in the learning process. Research by Fauziah (2021) shows that classroom teachers at SDIT Qurrata A'yun have good digital literacy skills, which include technological literacy. In addition, a study by Ibda (2018) emphasized the need for MI teachers to understand and master technology as part of the new literacy. Research by Rizal Abdullah (2023) also highlights the importance of technological literacy for MI teachers in facing the digital era and industrial transformation. and mastering technology as part of new literacy. Research by Rizal Abdullah (2023) also highlights the importance of technological literacy for MI teachers in facing the digital era and industrial transformation.

The implementation of new literacies in learning in MI requires appropriate strategies and adequate support. Research by Ibda (2018) shows that strengthening new literacies in MI teachers can be done through continuous training and professional development. The study by Rizal Abdullah (2023) emphasizes the importance of collaboration between teachers, schools and other stakeholders in implementing new literacies. In addition, research by Fauziah (2021) shows that the use of technology in learning can improve new literacies in MI teachers.

Based on the literature review above, it appears that strengthening new literacies in MI teachers is an important aspect in facing the challenges of the Industrial Revolution 4.0. However, there is still a gap in research related to the implementation of new literacies as a whole in MI, especially in the Indonesian context. The novelty of this study lies in its specific focus on strengthening new literacies in MI teachers in facing the challenges of the Industrial Revolution 4.0. The purpose of this study is to comprehensively analyze how new literacies can be strengthened in MI teachers, as well as identify effective strategies in its implementation.

B. METHOD

This study uses a library research approach with the type of integrative literature review, which is a method that aims to identify, evaluate, and synthesize the results of previous research systematically in order to gain a deep and comprehensive understanding of a topic (Torraco, 2016). This approach was chosen because it is suitable for reviewing and summarizing various empirical and conceptual studies on strengthening new literacy in Madrasah Ibtidaiyah teachers in facing the Industrial Revolution 4.0. This research is descriptive qualitative, focusing on content analysis of relevant scientific documents and articles. Data sources were obtained from trusted scientific databases, namely Google Scholar, Scopus, DOAJ (Directory of Open Access Journals), and Scispace. Articles were selected from reputable national and international journals and indexed scientific conference proceedings. Inclusion criteria in this study included: (1) articles published between 2015 and 2024, (2)

discussing the topic of new literacies (data literacy, technology, and humanism) in teachers, especially in Madrasah Ibtidaiyah or basic education, (3) available in full-text, and (4) written in Indonesian or English. Meanwhile, the exclusion criteria included: (1) opinion or editorial articles, (2) not peer-reviewed, and (3) not relevant to the research variables.

The literature search process was conducted using a combination of keywords such as: "new literacies", 'Madrasah Ibtidaiyah teachers', 'digital literacy', 'data literacy', 'technology literacy', 'humanism literacy', and 'Industrial Revolution 4.0'. The selection procedure was conducted through several stages: initial identification, title and abstract screening, full text reading, and final selection based on topic suitability. Each eligible article was then thematically analyzed to identify trends, gaps, and contributions to the field of study. To ensure the validity and reliability of the review results, researchers used source triangulation techniques by comparing information from various databases and journals. In addition, peer debriefing was conducted with supervisors and educational literacy experts to ensure accuracy of interpretation. Content validity was maintained by using strict inclusion and exclusion criteria and synthesizing data based on consistent categories. The process of recording references was done systematically using a reference management application to avoid citation bias and data duplication.

C. RESULTS AND DISCUSSION

1. The Urgency of New Literacy for Madrasah Ibtidaiyah Teachers in the Era of Industrial Revolution 4.0

In the era of the Industrial Revolution 4.0, there are still significant challenges faced by teachers in Madrasah Ibtidaiyah in improving the quality of education and literacy. One of the most pressing issues is the urgency of digital literacy and professionalism in developing competencies that are relevant to the needs of the times. Digital literacy is fundamental to education in this century, where the ability to use information technology effectively is essential in the teaching and learning process (Warsiyah et al., 2022; Bali & Rohmah, 2023). Research shows that without digital literacy skills, teachers cannot manage learning optimally, both in online and offline contexts, which certainly affects student learning outcomes (Dewantoro et al., 2023).

Madrasah Ibtidaiyah teachers are expected to have a deep understanding of curriculum development as well as adaptive and innovative teaching strategies. The use of technology in learning requires teachers to master technology-based pedagogy (Technological Pedagogical Content Knowledge) that will improve the overall teaching process and facilitate the achievement of the desired learner profile (Fauziyah & Mahmudah, 2023; Aisyah et al., 2023). In addition, strategies to develop teacher professionalism through trainings that focus on improving competencies in literacy and technology are also very important, in order to maintain the relevance of the education provided in Madrasah Ibtidaiyah (Firdaus, 2024).

Furthermore, the development of learning activities that include literacy habituation not only in students but also in teachers themselves is central in this context. Literacy activities involving teaching materials that are appropriate to the Islamic context and national character should be developed to strengthen the culture of literacy in madrasah schools (Alhamuddin et al., 2020; Ixfina et al., 2023). Participation-based approaches within the educator community

can also mobilize a strong spirit of collaboration to advance better digital literacy and pedagogical education (Mubarok et al., 2024). Thus, curriculum adaptation and implementation should follow existing global trends, while still considering local values relevant to the madrasah environment (Suprihatin, 2024). Overall, the new literacy for Madrasah Ibtidaiyah teachers in the era of the Industrial Revolution 4.0 is not only about improving technical competencies but also includes the integration of character and spiritual values in education. Therefore, training programs and curricula that are sensitive to these changes should be seen as a top priority to ensure the quality of education in madrasahs is maintained and relevant.

2. Empirical Review of Strengthening New Literacies in the Context of Islamic Primary Education The main objective is to ensure that the quality of education in madrasahs is maintained and relevant.

Strengthening new literacies in the context of Islamic basic education is an important issue, especially in facing the challenges of the digital age and technology-based learning. This new literacy approach includes digital and media literacy, which is essential to equip students with the skills required in a 21st century learning environment. First, digital literacy is a fundamental aspect that students in primary education must master. In the era of the Industrial Revolution 4.0, digital skills are a prerequisite for active participation in society. Research shows that digital literacy can improve the pedagogical competence of teachers and students and encourage a more efficient and interactive learning process (Hasanah & Sukri, 2023; Harjono, 2019; Ditaningsih et al., 2021). With the integration of digital literacy, teachers can provide more relevant learning and adapt various technological resources to support effective learning (Ibda, 2018; Sulisty & Ismarti, 2022).

Furthermore, strengthening student character through literacy is also a major focus in Islamic basic education. Research by Solehuddin et al. shows that the role of teachers is vital in promoting literacy-based character education (Solehuddin et al., 2023). Teachers are expected to provide support in the formation of character values for students, especially in Islamic Religious Education subjects, which greatly influence students' morals and ethics. The compatibility between curriculum content and literacy approaches will contribute to producing individuals who are not only intellectually intelligent but also have integrity and character (Tapung, 2024). On the other hand, challenges in implementing new literacies in Islamic primary schools must also be overcome. There are several obstacles faced, such as the lack of support for curriculum development that is in line with the needs of digital and media literacy. Nurjannah underlined the importance of developing a curriculum that focuses not only on academic mastery but also on character building through the application of literacy (Nurjannah, 2022). Furthermore, Ridlwan et al. mentioned that the development of a basic literacy learning model can be a solution in achieving quality education needed to support the Sustainable Development Goals (SDGs) (Ridlwan et al., 2022).

Finally, programs supporting the literacy movement should include aspects of community and parental participation, as revealed by Boli et al. who pointed out that community involvement is crucial in creating literacy habits among children (Boli et al., 2022). With good collaboration between schools, parents and communities, it is hoped that this new

literacy education can be improved and have a positive impact on students in Islamic basic education. Overall, strengthening new literacies in Islamic basic education requires collaboration between teachers, relevant curriculum and support from the surrounding environment to produce individuals who are ready to face the challenges of the times. These efforts can ensure that students not only acquire academic knowledge but also the necessary skills to function well in society.

3. Strategies and Implications of Strengthening New Literacies for MI Teacher Professionalism

Strengthening new literacy for professionalism of Madrasah Ibtidaiyah (MI) teachers is a critical step in improving the quality of education in Indonesia. In the growing digital era, teachers are not only expected to have competence in teaching, but also to be able to integrate digital literacy and information literacy in their teaching methods. This is in line with findings that teacher professionalism and school culture have a significant impact on students' basic literacy skills (Lalu et al., 2024; Hadi & Zaidah, 2022). One strategy in strengthening new literacies is through continuous training and development for teachers. Research shows that continuous professional development programs are more effective in changing teachers' attitudes and improving teaching quality compared to short training sessions (Jamaludin & Rosli, 2021). This training can include the use of information and communication technology, which is essential to support learning in the digital era. Through this training, teachers are expected to improve their digital literacy competencies, which serve as a key in the implementation of online learning (Wulanjani et al., 2022).

In addition, strengthening literacy also requires holistic system support. School counselors, for example, play an important role in helping students realize the importance of literacy skills, including digital literacy, and contribute to creating a supportive learning environment (Wardani et al., 2023). On the other hand, school libraries can be maximized as learning centers that support students' literacy activities. Initiatives to involve students in library programs have been shown to increase reading interest and overall literacy quality (Shodiq et al., 2024). For teachers in MI, innovations in teaching approaches based on science literacy and numeracy literacy are also very relevant. Research shows that teachers trained in science literacy are able to overcome students' difficulties in understanding scientific concepts (Sinyanyuri et al., 2022).

This strategy not only improves students' academic competence but also prepares them for the challenges of an ever-evolving information world. Finally, to ensure that the implementation of this new literacy reinforcement is effective, collaboration between teachers, parents and other stakeholders is essential. Synergy is needed in developing and implementing programs that support a culture of literacy, where teachers function as active facilitators in developing students' literacy potential (Ixfina et al., 2023). In a broader perspective, these changes can encourage the creation of a more inclusive and productive learning environment in MI, which can meet the demands of the 21st century and equip students with the necessary skills to participate actively in a global society.

D. CONCLUSIONS AND SUGGESTIONS

Strengthening new literacies for Madrasah Ibtidaiyah teachers in facing the challenges of the Industrial Revolution 4.0 is an urgent need that includes data literacy, technology and humanism that are aligned with Islamic values and national character. Effective implementation strategies involve literacy habituation not only for students but also for teachers, through contextualized curriculum, adaptive training, community collaboration and parental participation. With a participatory and values-based approach, MI teachers can play an active role as agents of change in creating an inclusive, relevant and transformative learning environment that meets the demands of the 21st century.

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