SOCIAL LITERACY LEVEL OF STUDENTS OF PGMI STUDY PROGRAM IAIN MADURA

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Abstract

This study aims to measure the level of social literacy of students of the Elementary Madrasah Teacher Education Study Program (PGMI) at IAIN Madura. Social literacy includes an individual's ability to understand, analyze, and participate in various social issues that develop in society, as well as being able to respond to information critically. The method used in this study is quantitative descriptive with data collection techniques through questionnaires distributed to PGMI students. Data analysis was carried out using descriptive statistical techniques to describe the level of social literacy based on aspects of students' knowledge, attitudes, and skills towards social issues. The results of the study indicate that the level of social literacy of PGMI IAIN Madura students is quite good, with most students being able to understand social issues and demonstrate a critical attitude towards existing social phenomena. However, there are several areas that still need to be improved, such as students' ability to analyze social issues in depth and actively contribute to solving social problems. This study is expected to provide insight for the development of a better curriculum and facilitate learning that leads to increased social literacy among PGMI IAIN Madura students.

Keywords: Social Literacy; PGMI Students; Education;

INTRODUCTION

Rapid social changes due to globalization, digitalization, and the development of multicultural society have had consequences for the role of higher education, especially in shaping the character and social awareness of students. Students as a group of young intellectuals are required to not only be competent in academics, but also have high social sensitivity and responsibility. This is becoming increasingly important for students of the Elementary Madrasah Teacher Education Study Program (PGMI) who are prepared to become educators at the elementary education level. They are expected not only to master the teaching material, but also to be able to become role models and movers of social values in society (Zubaedi, 2011). One important indicator in measuring students' social capacity is the level of social literacy. Social literacy includes the individual's ability to understand

social reality, respond critically to developing issues, and actively participate in creating constructive social change (Gee, 1996). In the context of Islamic education, strengthening social literacy is an integral part of the formation of students' character and noble morals. Students with a high level of social literacy are not only able to think critically about social inequality, but also take the initiative to get involved in efforts for equitable social transformation.

Zubaedi (2011) explained that social literacy consists of three main dimensions. First, social knowledge, namely understanding the structure of society, cultural values, and prevailing social norms. Second, social attitudes, reflecting empathy, tolerance, and concern for others. Third, social skills, namely the ability to communicate, collaborate, and resolve conflicts peacefully. These three aspects must be developed in a balanced manner so that students not only understand social phenomena theoretically, but are also able to actively participate in real solutions.

Previous research shows that there are still many students in religious campus environments who have a normative understanding of social issues, but have not shown active participation in social movements or community service activities (Fitriyani & Suwarjo, 2020). This shows a gap between students' social knowledge and attitudes and actual practices in the field. Therefore, measuring the level of social literacy of PGMI students is a strategic step to identify the extent of their readiness as prospective teachers who are able to foster the character of students from an early age.

Strengthening social literacy among PGMI students is very important to support 21st century competencies. Fadhilah (2021) in his research entitled The Role of Digital Literacy in the Blended Learning Model of PGMI Students revealed that digital literacy not only improves students' technological abilities but also has an impact on social aspects such as collaboration, communication, and ethical use of information. Through a qualitative descriptive approach, the study emphasized the importance of technology integration as part of social literacy in the context of distance learning in the digital era.

Another study by Fawaid (2022) in the Implications of Digital Literacy in Learning Educational Journalism Skills for PGMI Study Program Students at IAIN Madura also highlighted that social literacy can be strengthened through media literacy practices and journalistic skills. In this context, students are not only required to understand social theory but are also trained to convey narratives containing social values critically and responsibly. The results of this study indicate that writing and publishing educational journalistic works play an important role in training students' social sensitivity.

Meanwhile, another study by Fadhilah (2021) in the Utilization of IAIN Madura E-Learning Applications in Improving Student Learning Efficiency in the New Normal Era added that the use of locally-based digital platforms encourages learning efficiency and strengthens social connectedness between students and lecturers. This shows that even though learning is carried out online, social values can still be instilled through inclusive and collaborative technology-based learning strategies. From the three studies, it can be concluded that the social literacy of PGMI students cannot be separated from the digital and cultural context in the campus environment. Strengthening social literacy is not only a matter of theoretical knowledge, but also practical skills in understanding, responding to, and conveying social ideas through various media, including digital.

This study focuses on measuring the level of social literacy of PGMI IAIN Madura students, which consists of three main aspects: social knowledge, social attitudes, and social skills. The results of this study are expected to provide a real picture of the position of students' social literacy, as well as become input for the development of curriculum, learning strategies, and student development programs that are more responsive to socio-cultural challenges in the Madura environment and Indonesia in general.

METHOD
This study uses a quantitative descriptive approach that aims to provide an objective picture of the level of social literacy of students of the PGMI IAIN Madura Study Program. The quantitative descriptive approach was chosen because it is appropriate for measuring social variables through standardized instruments and presenting results in statistical form that describe the general tendencies of respondents (Sugiyono, 2019). This study focuses on three main aspects of social literacy, namely social knowledge, social attitudes, and social skills of students in understanding and responding to developing social issues.

The population in this study were all PGMI IAIN Madura students, with a total sampling technique or purposive sampling (if the population is too large) selected based on the suitability of the subject to the research objectives. The data collection technique was carried out through a questionnaire (closed questionnaire) that had been prepared and validated based on social literacy indicators. The questionnaire includes statements that represent the three aspects of social literacy and uses a Likert scale to facilitate measurement of the level of response.

The data obtained were analyzed using descriptive statistics, namely calculating the average value, percentage, and frequency distribution to describe the extent of the level of social literacy of students in each indicator. This analysis aims to provide an overview of the distribution of the level of

social literacy of students and identify areas that still need strengthening. According to Arikunto (2013), descriptive analysis is very effective for determining trends and data patterns in exploratory social research. With this method, it is hoped that the research can produce accurate information about the social capacity of PGMI students as prospective educators who have moral and social responsibilities towards the community environment.
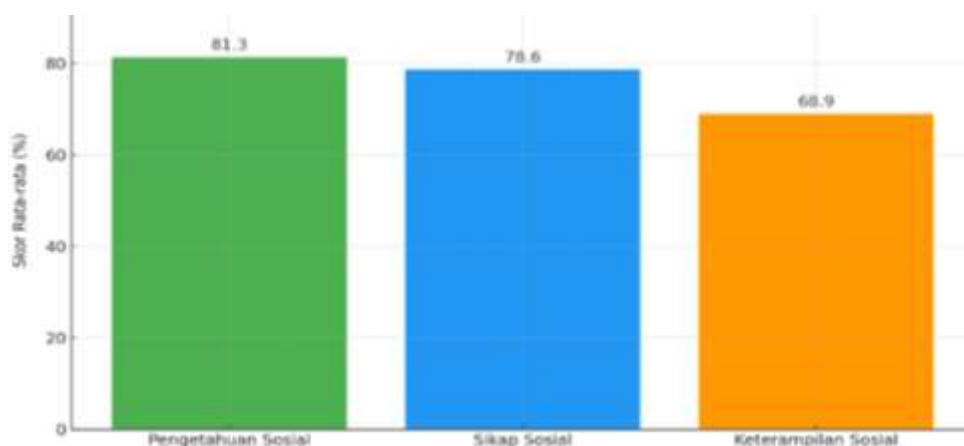
FINDINGS AND DISCUSSION

Figure 1. Average Level of Social Literacy of PGMI IAIN Madura Students

The results of the study presented in the form of a bar chart show that the level of social literacy of PGMI IAIN Madura students varies in three main aspects: social knowledge, social attitudes, and social skills. In the aspect of social knowledge, students obtained the highest average score of 81.3 on a scale of 100, which indicates that they have a good understanding of various social concepts and realities. Students are able to explain issues such as social inequality, justice, diversity, and the role of education in building society. This high value indicates the success of the learning process based on social theory that has been implemented in lectures and other academic activities.

Furthermore, in the aspect of social attitudes, the average score achieved was 78.6, which is also quite good. Students show concern for social issues, such as tolerance between religious communities, concern for poverty, and openness to differences. They tend to have an empathetic and appreciative attitude towards human values. Although not as high as the aspect of knowledge, this indicates that the formation of character and social values has begun to be embedded in PGMI students, although it may still be theoretical and not fully internalized in real actions.

However, in terms of social skills, there was a significant decline with an average score of only 68.9. This figure indicates that students' social skills, namely the ability to interact, cooperate, discuss, and participate in social

activities, are still classified as moderate or sufficient. Many students are able to understand and respond to social issues cognitively, but do not yet have the habit or strong drive to be directly involved in social activities in the community, such as community service, advocacy, or community-based social projects. This gap between what is known and what is done underscores the importance of experiential learning strategies, which are able to encourage students to apply social values in real life.

Social Literacy Level of PGMI IAIN Madura Students

Based on the research results presented in the form of a bar chart, it is clear that the level of social literacy of PGMI IAIN Madura students shows a positive tendency in the aspects of social knowledge and attitudes, but still needs strengthening in social skills. The highest score was achieved in the aspect of social knowledge with an average of 81.3, which indicates that students have a good understanding of important concepts such as justice, diversity, and the role of education in social change. Their ability to explain complex social issues shows that the theory-based learning process that has been applied so far has been quite successful in building a strong cognitive foundation. This is in line with the opinion of Zubaedi (2011) who emphasized that social literacy begins with an understanding of social structures and the realities of community life.

Meanwhile, the aspect of social attitudes recorded an average score of 78.6, which is also quite good. Students show empathy, tolerance, and sensitivity to social injustice. However, this attitude is still passive and has not been fully realized in the form of real social action. They value the values of humanity and justice, but participation in social movements or activities is still limited. This shows that social values have begun to be internalized, but have not yet reached the level of action. As stated by Fitriyani and Suwarjo (2020), good social literacy is not only about understanding and attitudes, but also requires active involvement in social change.

Problems began to appear clearly in the social skills aspect, with an average score of only 68.9, indicating weak student involvement in direct social practice. Skills such as collaborating, discussing in groups, and being involved in community activities have not become habits. This reflects the gap between what students know and their attitudes with the ability to implement them in real life. According to Trilling and Fadel (2009), the skills aspect is an inseparable part of 21st century social literacy that can only be developed through experience-based learning methods, such as project-based learning, collaborative learning, or service learning. In other words, the learning approach in PGMI needs to be directed at methods that involve students directly in social activities, so that social literacy does not stop at the level of understanding and attitude, but develops into action competency.

Furthermore, this study also highlights that PGMI IAIN Madura students actually have the potential to become agents of social change, but have not been optimally facilitated by the existing curriculum and learning system. In fact, as prospective elementary madrasah teachers, PGMI students will play a strategic role in shaping the social character of the younger generation. Therefore, it is important to integrate local Madurese values and global challenges into a contextual learning unit. Learning that highlights the surrounding social realities, such as local poverty, mutual cooperation culture, or local Madurese wisdom, can be an effective medium in instilling meaningful and applicable social literacy. This is also reinforced by Fadhilah (2021), who stated that the use of digital platforms can be an important complement in expanding students' access to social issues, as well as increasing their involvement in virtual social discussions.

Thus, the level of social literacy of PGMI IAIN Madura students does show good prospects, but still needs strengthening in terms of skills and practical application of social values. Institutions need to redesign the curriculum that integrates community service, social projects based on local issues, cross-disciplinary discussions, and digital media as a means of literacy and advocacy. With a holistic and collaborative approach, students' social literacy will not only develop in the classroom, but will also be realized in their real lives.

Social Literacy Improvement Strategy

To improve the social literacy of PGMI IAIN Madura students comprehensively, an integrated strategy is needed between the curriculum, learning, and student activities. First, strengthening the curriculum based on social experience is a top priority. The curriculum must include courses or learning programs that not only present social theory, but also encourage students to be involved in solving social problems through service learning approaches, project-based learning, and local-based case studies. These activities allow students to apply social knowledge in real situations, improve reflection skills, and build social sensitivity actively (Trilling & Fadel, 2009). Second, the strategy for improving social literacy can be carried out through the formation of social learning communities at the study program level or across departments. This community can be a forum for discussion, advocacy, and social action for students who directly interact with the community, either through online forums or field activities.

Furthermore, institutions need to hold periodic social skills training, such as social leadership training, conflict management, cross-cultural communication, and advocacy-based social media. This activity aims to equip students with the soft skills needed in modern social interactions, as well as build students' courage to emerge as leaders of change. Research by Fitriyani

and Suwarjo (2020) emphasized that social character development does not only depend on classroom learning, but also on a healthy and productive interaction space between students. In addition, the use of information technology is also an important strategy in improving students' social literacy. Through digital platforms, students can access social information widely, have discussions across regions, and produce educational content that encourages public social awareness (Fadhilah, 2021). Digital literacy combined with social literacy will strengthen students' capacity to understand, analyze, and respond to social issues in a way that is adaptive to the times.

Finally, another important strategy is cross-sector collaboration. Campuses can collaborate with government agencies, NGOs, local communities, and mass media to open up opportunities for student involvement in community service programs, community assistance, or participatory social research. This collaboration will broaden students' social fields and enrich their experiences in dealing with diverse issues and their resolution models. With the implementation of these strategies, students' social literacy will not only increase conceptually, but will also be internalized in real actions that are relevant to their roles as future teachers and social leaders.

CONCLUSION

This study confirms that the social literacy of PGMI IAIN Madura students is at a fairly good level in terms of knowledge and attitude, but still requires serious strengthening in social skills. The most important proposition of this paper is that complete social literacy is not sufficiently built only through understanding and empathy, but must be realized in real actions and active involvement of students in social life. High scores in the cognitive aspect have not been accompanied by participatory skills, which indicates a gap between theory and practice in the process of student social education.

Practically, this finding implies the need for a transformation of learning strategies in PGMI from a classical approach to an experience-based approach, such as service learning, social projects, and integration of local Madurese values in learning. Institutions need to expand the space for student social action through community service, social soft skills training, utilization of digital technology, and cross-sector collaboration. The main suggestion of this study is for the campus to design a curriculum and coaching program that not only emphasizes theory, but also encourages active involvement, critical reflection, and real contributions of students to society as prospective teachers and agents of social change.

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