

Teachers' understanding of critical literacy learning at the elementary school level

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ABSTRACT: *This study aimed to assess the level of understanding of critical literacy learning among 4th-grade teachers in Madiun City. The research was conducted at the Madiun City Education Office between March and July 2022, using a quantitative survey method. The study population comprised all 4th-grade teachers in elementary schools within the city, with a sample size of 108 teachers selected through simple random sampling using Slovin's formula. Data was collected using questionnaires and analyzed through descriptive statistical techniques, including data editing, tabulation, analysis, and conclusion. Results indicated that the overall understanding of critical literacy learning among 4th-grade teachers in Madiun City was good, with the highest level of understanding found in the classification aspect and the lowest level of understanding found in the explaining aspect, categorized as very good and fair, respectively. To enhance the critical literacy understanding of 4th-grade teachers in Madiun City, collaboration among teachers, school principals, and the Madiun City Education Office is necessary.*

KEYWORDS: Teacher understanding, critical literacy learning.

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1. Introduction

Literacy is an important skill for individuals to master. Good literacy skills guarantee that individuals can be successful in the era of the 4.0 revolution industry. Literacy is defined as the ability to identify, understand, interpret, create, communicate, and calculate, using printed and written materials related to a variety of contexts (Montoya, 2018). There are three main concepts about literacy: literacy is a means of expression and communication, literacy is plural in specific contexts with specific purposes, and literacy involves a continuum of learning with different proficiency levels. Literacy involves a learning continuum that enables individuals to achieve their goals, develop their knowledge and potential, and participate fully in their community and wider society.

According to Progress in International Reading Literacy Study (PIRLS), Indonesia is at Level 41 from 45 PIRLS participants, scoring 405. Meanwhile, PISA reported that reading comprehension scores of students aged 12 to 15 in Indonesia ranked 72nd from 77 countries. CNN reported that according to Digital Civility

Index, Indonesian netizens ranked 29th among 32 countries in Southeast Asia (Fuadi et al., 2020; Irianto & Febrianti, 2017). The report considers that Indonesian netizens often make impolite, disrespectful, emotional, and subjective comments in digital communication. The data shows that critical literacy skills in Indonesia require special attention. The low critical literacy skills in Indonesia are caused by many factors, such as the learning system that is not integrated with other systems; learning is still the school's main responsibility if separated from the environmental context as the main setting (Aulia, 2016; Fikrianto, 2021).

The survey results conducted in primary schools in Madiun City showed that libraries as means of literacy are not utilized adequately in learning (Yustiwa, 2022). Primary school teachers prefer to teach in the classroom and do not explore other sources beyond the recommended handbook. This aligns with the R&D data of the Ministry of Education, Culture, Research, and Technology (in Siregar, 2022), that the national reading literacy level is at 37.32. In triennial surveys, the Statistics Indonesia Bureau

recorded that Indonesian students' interest in reading was only 17.66%, whereas the interest in watching was 91.67. Students tend to spend their break time or free time in the cafeteria or stay in the classroom rather than visiting the library. Besides, an effective reading environment at home is not created properly, so the majority of learners are more likely to engage with their gadgets than with books or educational props (Kurniawan et al., 2019). This happens because there has been no support, invitation, or habit to foster interest in reading since early childhood, while several learning centers in Indonesia do not provide sufficient educational facilities and reading book collections (Anisa et al., 2021).

In addition, it is identified that teachers also encounter many obstacles in literacy learning: mastery of technology, difficulty in finding free e-book platform sites, cooperation between teachers and parents, limited internet connection, and feedback (Ismiyasari et al., 2020). This is characterized by educators' lack of initiative and creativity in literacy learning. The immediate impact that can be seen from this condition is that students' skills in literacy are minimal, as well as their awareness of the problems around them.

Starting from the problems above, good critical literacy learning becomes an absolute necessity. Critical literacy learning in students is implemented with an active and challenging approach to reading and textual practice (Luke, 2017). Critical literacy basically involves the analysis and critique of the relationships between texts, language, power, social groups, and social practices. It leads individuals to view written, visual, oral, multimedia, and performance texts as materials for questioning and challenging the attitudes, values, and beliefs that lie behind a text (Janks, 2017, 2018). Analysis of text as one of the main parts of critical literacy activities is contained in reading and listening skills. In these skills, students are required to understand the text presented as material to determine attitudes towards the content of the text. The activity of understanding the text is contained in the basic competence of reading comprehension and intensive listening. Furthermore, it will continue the activity of providing responses and solutions

to the problems in the text. This activity is explicitly applied to speaking and writing skills with the basic competence to respond to problems verbally and in writing.

To be able to carry out good critical literacy learning, teachers are required to have a good understanding of critical literacy learning in terms of frameworks, concept maps, and implementation techniques that must be carried out (Blixen & Pannell, 2020). Therefore, it is important to conduct research on teacher understanding of critical literacy learning. In 2017, Janks described the framework: power, identity, diversity, access and redesign, and their relationship. The framework was then applied to three illustrative case studies, all dealing with critical literacy education. The first framework was related to the curriculum, the second to pedagogy, and the third to research. In 2017, Mauly conducted research on how to develop students' critical literacy skills in reading. The research subjects were English students of Muhammadiyah Surakarta University, with a focus on strategies used by lecturers to improve student's critical reading skills (Yustiwa, 2022).

The above studies discussed critical literacy learning at the conceptual level of the framework, supporting factors, and the implementation of literacy learning in different places. When compared to the research to be conducted, the similarity lies in the topic of critical literacy learning, while the difference lies in the subjects and the designs.

This research aims to map teachers' understanding of critical literacy learning at the elementary level, especially in Madiun City. Therefore, the formulation of the problem presented in this research is "how is the map of understanding of 4th-grade teachers in Madiun on critical literacy learning?"

2. Literature Review

2.1. Definitions of critical literacy

Literacy is defined from a number of perspectives and continues to evolve. The term 'literacy' refers to reading and writing skills but sometimes appears in listening and speaking skills (Tryanasari, 2020). Furthermore, it is stated that

literacy is not just the ability to read and write, but literacy can mean literacy of technology, politics, critical thinking, and awareness of the surrounding environment (Irianto & Febrianti, 2017). Literacy is a fundamental right of every individual and is a global concern. In this case, UNESCO states that literacy is a basic need that every country must fulfill for its people. Functionally, literacy enables individuals to perform activities according to their function in the community (Montoya, 2018). PISA states that literacy is more than understanding the decoding of symbols, whereas literacy is an individual's capacity to understand, use and reflect on written texts, achieve one's goals, develop one's knowledge and potential, and to participate in community awareness. Broadly speaking, literacy requires awareness, font, reading fluency, vocabulary improvement, and comprehension strategies. In connection with this explanation, critical literacy is one part of the development of the literacy field that individuals must master.

There are several versions of critical literacy developing in the field. Each version of critical literacy is supported by a different theoretical perspective. However, from all versions, critical literacy definitely involves an active and challenging approach to reading and textual practices (Luke, 2017). Critical literacy basically involves the analysis and critique of the relationships between texts, language, power, social groups, and social practices. It leads individuals to view written, visual, oral, multimedia, and performance texts as materials for questioning and challenging the attitudes, values, and beliefs that lie behind a text (Janks, 2017, 2018).

Critical literacy can be realized through several activities, including the following: a) examining the meaning in the text; b) considering the purpose of the text and the motive for which the text was written; c) understanding that texts are not neutral, that they represent certain views, silence other viewpoints and influence people's ideas; d) questioning and challenging the ways in which the text has been constructed; e) analyzing the power of language in contemporary society; f) emphasizing some text reading (since people interpret texts for their own beliefs and values, texts will have different meanings for different

people); g) getting students to take a stance on the problem; h) providing students with opportunities to reflect on and clarify their own attitudes; i) attitudes and values; and j) providing students with opportunities to take social action (Tryanasari, 2020).

2.2. Teachers' understanding of critical literacy learning

A good understanding from the teacher is needed to be able to teach critical literacy successfully (Yustiwa, 2022). In the revised Bloom's Taxonomy, understanding is one of the cognitive goals at the second level after knowledge. The expected skills for understanding include translating, connecting, and interpreting (Hamidah et al., 2020). According to Pittariawati (2020), understanding is a person's ability to comprehend, draw conclusions, and express ideas conveyed through spoken or written communication. Umam (2021) suggests that understanding is an arrangement that occurs in the mental process of an individual in order to apply knowledge which enables them to apply instructions to new cases or other cases through the imagination used. It is in contrast to Syaharuddin's (2016), who stated that understanding is a systematic way of understanding and expressing the knowledge obtained.

According to Mulyono and Hapizah (2018), understanding means the ability of individuals to understand and comprehend something that has been known, remembered, and learned. Meanwhile, according to Alfiani (2017), understanding is basically the same: understanding something means that someone can maintain, distinguish, suspect, interpret, estimate, determine, and expand the understanding of one's ability to understand or comprehend something after something is known and remembered. According to Febriyanto et al. (2018), understanding is the ability of students to understand or comprehend something after it is known and remembered than to be able to provide broader and more adequate descriptions, examples, and explanations of what they already know and eventually be able to communicate it to others. In addition, one measure of success in

teaching and learning is whether students have a clear understanding of concepts (Kusmawati & Ginanjar S, 2016).

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood formal education, primary education, and secondary education (Kusnandar, 2009). Teachers who understand transitional learning can create a learning environment that can be adapted to the needs of children in making the transition to school. Pratiwi (2015) stated an educator must be able to have a good and competent ability to deliver teaching materials to students by developing and forming character that will provide students with the ability to contribute to the world. This certainly cannot be separated from the understanding of competence possessed by an educator. According to Barlian (2013), the understanding of a teacher can be a measure of the reflection of an educator who must be able to master the teaching materials that will be delivered to students. If the learning program runs effectively, it is expected that the national education standards in Indonesia can reach the desired status and level. Therefore, it is necessary for teachers to have maximum ability to realize national education goals, and it is hoped that teachers can continuously improve their competence (Dalyono & Agustina, 2016).

Based on the opinions of the experts above, it can be concluded that teachers' understanding is the teacher's way to know and understand learning and its supporting factors, for example, the material to be delivered and the ability

to educate students to be good people in the community. Renner et al., (1990) stated that the level of conceptual understanding is divided into several categories as in the following table:

3. Methodology

This research is quantitative descriptive, while the method used is a survey. The preparation of this research requires data and information that is in accordance with the nature of the problem so that the data and information obtained can be used as a basis for discussing the problem. The collected data is then processed, analyzed, and combined with the theoretical foundations studied to draw conclusions.

3.1. Population and sampling

The population used in this study were all of the 4th-grade teachers in Madiun city, which was 146 teachers from 73 elementary schools in Madiun city. While sampling using purposive random sampling technique using the formula from Slovin, as follows:

$$n = \frac{N}{1 + Ne^2}$$

Description: n = Samples; N = Population; e = error rate or critical value

In accordance with the above formula, the number of samples in this study is as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{146}{1 + 146(0,05)^2}$$

Table 1. Category of understanding level

No	Level of Concept Understanding	Criteria for evaluation
1	No Response	Empty I don't know I don't understand
2	There is no conceptual understanding	Repeating questions that are irrelevant or unclear.
3	Specific misunderstandings	Illogical response or incorrect information.
4	Partial conceptual understanding with specific misunderstandings	Responses showing that concept understanding also lead to statements that resulted in misunderstandings.
5	Partial conceptual understanding	Responses that include at least one component of the response validated, but not all components.
6	Good conceptual understanding	Responses that include all components of the response validated.

$$n = \frac{146}{1 + 146(0,0025)}$$

$$n = \frac{146}{1,365}$$

$$n = 108$$

Based on this calculation, the sample taken was rounded up to 108 4th-grade teachers in Madiun City.

3.2. Data collection technique

The method used to collect data in this study involved distributing closed questionnaires to participants. The questionnaires were designed based on the knowledge and experiences of the respondents and aimed to avoid overwhelming them with extensive information. To measure the responses, a Likert scale was utilized. This scale enabled the variables to be measured to be transformed into indicator variables, which served as the basis for developing instrument items in the form of statements or questions (Sugiyono, 2010). The scale measures the level of agreement or disagreement with a statement, providing a range of responses that can be used to analyze the data. This approach to data collection is beneficial as it allows for the efficient and systematic gathering of information from a large number of participants in a relatively short amount of time.

3.3. Data analysis technique

The data analysis steps in this study are as follows: 1) Data editing: Questionnaires that have been returned will be examined for completeness. If there are statements that are not answered or are unclear, the researcher can ask the respondent to complete the questionnaire answer; 2) Tabulation: At this stage, a table consisting of columns and rows is determined to summarize all the data to be analyzed using Microsoft Excel; 3) Data Analysis: In this step, the data is processed to facilitate the analysis process, and the guidelines for categorizing the average score of the respondents are used; 4) Drawing conclusions: The data obtained from distributing questionnaires is concluded descriptively.

3.4. Research instruments

A questionnaire was used to gather data on teachers' comprehension, with seven aspects based on Anderson & Krathwohl's taxonomy (2001). The questionnaire focused on cognitive levels C2 and C4. C2 questions gauged respondents' knowledge and understanding of theoretical concepts, while C4 questions were analytical and addressed obstacles or challenges. The grid below was utilized.

Table 2. Questionnaire grid

No	Variable	Aspect	Indicators	Cognitive Levels					No questions
				C1	C2	C3	C4	C5	
1	Teacher Understanding	Interpreting	Definition of Critical Literacy		✓		✓		1,2
2		Classifying	Knowing the barriers to critical literacy learning, Identifying the stages of critical literacy learning		✓		✓		3,4, 10,11
3		Summarizing	Understanding the significance of critical literacy		✓		✓		17,18
4		Exemplifying	Knowing the real examples of critical literacy, Realizing critical literacy learning				✓		8,9,15,16
5		Comparing	Identifying teaching materials, understanding critical literacy learning planning		✓		✓		12,13,14 21,22

No	Variable	Aspect	Indicators	Cognitive Levels					No questions
				C1	C2	C3	C4	C5	
6		Inferring	Understanding the importance of critical literacy		✓		✓		5,6,7
7		Explaining	Understanding Learning Evaluation, Knowing the Implementation of Critical Literacy Learning		✓		✓		19,20,23, 24,25

Furthermore, the score for the questionnaire was calculated with the following formula:

$$Score = [(B - \frac{S}{P-1}) / N] \times 100$$

Description:

B = Number of questions answered correctly

S = number of questions answered incorrectly

P = number of choices per item

N = number of items

The achievement criteria for research subjects are described in the following table.

Table 3. Criteria of teacher understanding

Criteria	Score
Very Good	if obtaining a score of (80-100)
Good	if obtaining a score of 60 (< 80)
Fair	if obtaining a score of 40 (< 60)
Poor	if obtaining a score of (<40)

4. Results and discussions

The data in this research were obtained through an instrument in the form of questionnaire items to measure how profound the map of 4th-grade teachers' understanding of critical literacy learning in Madiun City is. The questionnaire contains 25 questions that have gone through validity and reliability tests. The understanding of 4th-grade teachers was measured using a questionnaire provided with 4 (four) alternative answers. In this research, teachers' understanding was measured in 7 aspects of the cognitive process of understanding, namely interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining (Anderson & Krathwohl, 2001). Identification of the level of understanding of 4th-grade teachers based on several aspects or indicators of understanding was determined according to ideal criteria of 20 to 80. Based on

these calculations, the categorization of teacher understanding is presented in table 4 below.

Table 4. Teacher understanding of critical literacy learning in Madiun City

Range of Value	Frequency	Percentage	Category
x ≥ 80	19	17,59%	Very Good
60 < x ≤ 80	76	70,37%	Good
40 < x ≤ 60	10	9,25%	Fair
20 < x ≤ 40	2	1,85%	Poor

Description: x = Score obtained.

Based on this calculation, it can be seen that the map of 4th-grade teachers' understanding of critical literacy learning in Madiun City was good. It is indicated by the highest number of respondents' answers in the good category, with a percentage of 70.37%, which were 76 teachers from 108 teachers. Furthermore, 19 teachers (17.59%) were in the very good category, 10 teachers (9.25%) were in the fair category, and 2 teachers (1.85%) were in the poor category. For more detailed information, please refer to the following pie chart:

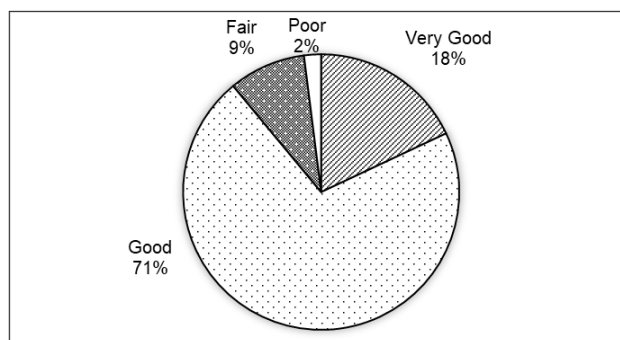


Figure 2. Understanding of 4th-grade teacher on critical literacy learning

Teacher understanding refers to a teacher’s way of knowing and understanding learning and its supporting factors, such as the material to be delivered and the ability to educate students to become good individuals in society. The level of a teacher’s understanding of learning material, specifically critical literacy, can affect the learning outcomes that students obtain. Carrying out critical literacy not only involves cognitive abilities but also involves awareness and experience, which aims to identify social gaps for acts of abuse of power, oppression, and so on.

To find out more about the map of 4th-grade teachers’ understanding of critical literacy learning in Madiun City, it will be explained in more detail in terms of 7 aspects, as follows:

4.1. Understanding of 4th-grade teacher on interpreting aspect

In the sub-indicator of the interpreting aspect, two questions are provided. The categorization of teacher understanding of the interpreting aspect is presented in Table 5.

Table 5. Interpreting aspect

Range of Value	Frequency	Percentage	Category
$x \geq 80$	38	34,30%	Very Good
$60 < x \leq 80$	25	23,10%	Good
$40 < x \leq 60$	16	14,80%	Fair
$20 < x \leq 40$	29	26,90%	Poor

Based on Table 5, it can be seen that the understanding of 4th-grade teachers towards critical literacy learning is very good. This is indicated by the largest number of respondents’ answers in the very good category of 38 teachers (34.30%). While as many as 29 teachers (26.90%) were in the poor category, then 25 teachers (23.10%) were in the good category, and 16 teachers (14.80%) were in the fair category.

In terms of the interpreting aspect, a teacher needs the ability to transform information into a series of new forms. This can take the form of changing words into pictures, words into numbers, and so on. Thus, interpretation can also be referred to as another process of translating or paraphrasing (Anderson & Krathwohl, 2001).

According to the results on this aspect, although the category is very good, it can also be seen that many 4th-grade teachers have not fully understood the concept of interpreting. Teachers may struggle to convert information into different forms, such as turning words into pictures or numbers. Some teachers may not have focused on interpreting, despite the implementation of learning activities, resulting in a lack of understanding of the delivered material. This requires special attention from school principals, who should regularly check on teacher learning activities to ensure that the critical literacy learning process runs smoothly.

4.2. Understanding of 4th-grade teacher on the exemplifying aspect

In the sub-indicator of the exemplifying aspect, two questions are provided. Then, in the sub-indicator of realizing critical literacy learning, 2 questions are also provided, in the numbers 15 and 16. Based on the calculation results, the categorization of teacher understanding of the aspect of exemplifying is Table 6.

Table 6. Exemplifying aspect

Range of Value	Frequency	Percentage	Category
$x \geq 80$	53	49,1%	Very Good
$60 < x \leq 80$	23	21,3%	Good
$40 < x \leq 60$	24	22,2%	Fair
$20 < x \leq 40$	8	6,7%	Poor

Based on Table 6, it can be seen that the teacher’s understanding of critical literacy on exemplifying aspect is very good. It is indicated by 53 respondents in the very good category (49.1%). While as many as 23 teachers (21.3%) are in a good category, then as many as 24 teachers (22.2%) are in the fair category, and 8 teachers (6.7%) are in the poor category.

In the process of giving examples, a teacher needs to identify characteristics and concepts and use them to determine choices when selecting examples to be discussed with students (Anderson & Krathwohl, 2001). According to the results of data analysis, this aspect indicates that teachers are able to identify and understand the characteristics and concepts very well. However,

there are still some teachers who have not focused on understanding and exemplifying, resulting in a failure to provide real-life examples that can be easily understood. It's important to note that teachers, as educators, should be able to provide relevant and real-life examples so that students can understand the concept better.

4.3. Understanding of 4th-grade teacher on classifying an aspect

In the aspect of classifying, two questions provided. In addition, the sub-indicator identifying the stages of critical literacy learning also provided 2 questions in the numbers 10 and 11. Based on the data analysis, the categorization of teacher understanding in the classifying aspect is Table 7.

Table 7. Classifying aspect

Range of Value	Frequency	Percentage	Category
$x \geq 80$	68	63%	Very Good
$60 < x \leq 80$	6	5,6%	Good
$40 < x \leq 60$	17	15,7%	Fair
$20 < x \leq 40$	16	14,8%	Poor

Based on Table 7, it can be seen that the understanding of 4th-grade teachers towards critical literacy learning is very good. It is indicated by the highest number of respondents' answers in the very good category, 68 teachers (63%). On the other hand, 6 teachers (5.6%) were in the good category, 17 teachers (15.7%) were in the fair category, and 16 teachers (14.8%) were in the poor category.

Anderson and Krathwohl (2001) stated that the process of classifying occurs when a teacher identifies an example that belongs to a particular category or concept and uses it to detect features or patterns that align with the principle being classified. According to the results of data analysis, a teacher has been able to very well know an example that is included in the category of a particular concept or principle. Many teachers are found who can understand 4th-grade teachers in classifying. These results indicate that the classifying aspect of learning activities is in the very good category.

4.4. Understanding of 4th-grade teacher on summarizing aspect

In the summarizing aspect sub-indicator, 2 question items are provided in the numbers 17 and 18. Based on these calculations are presented in Table 8.

Table 8. Summarizing aspect

Range of Value	Frequency	Percentage	Category
$x \geq 80$	28	25,9%	Very Good
$60 < x \leq 80$	31	28,7%	Good
$40 < x \leq 60$	29	26,9%	Fair
$20 < x \leq 40$	18	16,7%	Poor

Based on Table 8, it can be seen that the understanding of 4th-grade teachers toward critical literacy learning is good. This is indicated by the largest number of respondents' answers being in the very good category of 28 teachers (25.9%). While as many as 31 teachers (28.7%) are in the good category, then as many as 29 teachers (26.9%) are in the fair category, and 18 teachers (16.7%) are in the poor category.

Anderson and Krathwohl (2001) stated in summarizing, a process is required to create a summary of material or information. Usually, the process of summarizing occurs when a student presents a sentence that contains information that has been obtained. This is in the form of the meaning of an agenda or process that requires abstract summarization.

According to the results of data analysis, critical literacy learning with regard to the summarizing aspect is in a good category, with a percentage of 28.7%. However, this indicates that teachers may struggle to summarize material or information, which is an important skill for students to learn. Despite the implementation of learning activities, many teachers have not fully grasped the concept of summarizing. Therefore, this aspect of learning activities is still categorized as poor.

4.5. Understanding of 4th-grade teacher on the inferring aspect

In the inferring sub-indicator, three question items are provided. Based on the calculation can be presented in Table 9:

Table 9. Inferring aspect.

Range of Value	Frequency	Percentage	Category
$x \geq 80$	53	49,1%	Very Good
$60 < x \leq 80$	26	24,1%	Good
$40 < x \leq 60$	14	13%	Fair
$20 < x \leq 40$	15	13,9%	Poor

Based on Table 9, it can be seen that the aspect of inferring is very good. It is indicated by the number of respondents' answers in the very good category of 53 teachers (49.1%). While as many as 26 teachers (24.1%) are in the good category, then as many as 14 teachers (13%) are in the fair category, and 15 teachers (13.9%) are in the poor category.

When drawing a conclusion, it is necessary to find patterns within the example and compare it to the overall example, which focuses on the conveyed information (Anderson & Krathwohl, 2001). Based on the results of the data analysis, it can be seen that teachers are able to find patterns in examples and understand the process of comparing all examples in the inferring process, with a focus on presented information. However, several teachers still need to improve their understanding of drawing conclusions in critical literacy learning activities.

4.6. Understanding of 4th-grade teacher on comparing aspect

In the comparing aspect sub-indicator, three question items are provided on the sub-indicator of identifying teaching materials. Other two question items are provided on the sub-indicator of understanding critical literacy learning planning (numbers 21 and 22). The analysis is presented in Table 10.

Table 10. Comparing aspect

Range of Value	Frequency	Percentage	Category
$x \geq 80$	50	46,3%	Very Good
$60 < x \leq 80$	20	18,5%	Good
$40 < x \leq 60$	6	5,6%	Fair
$20 < x \leq 40$	29	26,9%	Poor

Based on Table 10, it can be seen that comparing aspects is very good. This is indicated by the largest number of respondents' answers in the very good category of 50 teachers (46.3%). While as many as 20 teachers (18.5%) are in a good category, then as many as 6 teachers (5.6%) are in the fair category, and 29 teachers (26.9%) are in the poor category.

When it comes to making comparisons, a process is required to identify similarities and differences between two or more objects, such as an event, idea, or situation. This process can aid in determining how a process occurs (Anderson & Krathwohl, 2001). Based on the results of data analysis, the understanding of 4th-grade teachers in Madiun city for critical literacy learning is classified as "very good," with a percentage of 46.3%. However, teachers lack proficiency in identifying similarities and differences between two or more objects in the comparison aspect. Furthermore, many teachers still need to enhance their understanding of making comparisons in critical literacy learning activities. These findings suggest that the comparison aspect of learning activities falls under the "very good" category, but there is room for improvement.

4.7. Understanding of 4th-grade teacher on explaining aspects

In the explaining sub-indicator, two question items are provided. Meanwhile, in the sub-indicator of knowing the implementation of critical literacy learning, 3 question items are provided, namely numbers 23, 24, and 25. The categorization of teachers' understanding of the explaining aspect is presented in Table 11.

Table 11. Explaining aspect.

Range of Value	Frequency	Percentage	Category
$x \geq 80$	27	25%	Very Good
$60 < x \leq 80$	47	43,5%	Good
$40 < x \leq 60$	24	22,2%	Fair
$20 < x \leq 40$	8	7,4%	Poor

Based on Table 11, it can be seen that the teacher's towards critical literacy learning is

good. This is indicated by the largest number of respondents' answers in the very good category of 27 teachers (25%). While as many as 47 teachers (43.5%) are in a good category, then as many as 24 teachers (22.2%) are in the fair category and 8 teachers (7.4%) are in the poor category.

In the process of explaining, a teacher should be able to create and use a model system that is based on cause and effect. This is because an explanation can be considered complete and qualified if it involves a causal process that covers the core part of a number of important events (Anderson & Krathwohl, 2001). The data analysis results show that 4th-grade teachers in Madiun city have a good understanding of the explaining aspect of critical literacy learning. However, teachers are less able to create or use a model system based on cause and effect in explaining the implementation of critical literacy learning. Furthermore, many teachers still need to improve their understanding of the explaining aspect of critical literacy learning activities.

5. Conclusions

Based on the data analysis of overall achievement in the map aspect, it can be concluded that 4th-grade teachers in the city of Madiun demonstrate a good understanding of critical literacy learning. When viewed in more detail across the seven aspects of the cognitive process of understanding, namely, interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining, the highest level of teacher understanding is observed in the classifying aspect, which is categorized as very good. This means that the teacher can have a thorough understanding of an example that belongs to a certain concept or principle category. While the lowest level of teacher understanding is observed in the explaining aspect, which is

categorized as sufficient. This shows that teachers are less able to make or use a causal-based model system in explaining the implementation of critical literacy learning. Therefore, it is necessary to increase their understanding of the explaining aspects of critical literacy learning activities.

The following suggestions can be made to increase critical literacy among 4th-grade teachers in Madiun City: 1) conducting sustainable individual professional development through various training; 2) documenting learning activities, carrying out classroom action research, and writing in journals; 3) designing a learning process with more contextual materials and applying it in the classroom; 4) instilling self-awareness to increase interest in reading and critical abilities; and 5) being active in the teacher community forum to share or acquire new knowledge.

The principal can play a role in supervising and ensuring that critical literacy learning always runs well by monitoring teacher learning activities regularly. Additionally, the principal can encourage teachers to design more creative and innovative literacy learning programs and facilitate literacy learning infrastructure. Furthermore, the Madiun City Education Office also needs to pay attention to critical literacy learning by conducting socialization, facilitating various training related to critical literacy, designing programs and policies to improve teachers' critical abilities, and conducting ongoing evaluations.

The synergy among 4th-grade teachers, school principals, and the Madiun City Education Office will help enhance the quality of critical literacy learning in primary schools in Madiun City, enabling teachers to effectively guide their students toward becoming critical thinkers and problem-solvers.

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