

## The Importance of Formulating Objectives and Mastery of Learning Materials to Improve Students' Literacy Skills

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### Abstract

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Literacy ability is a fundamental skill that is very important in modern education. Literacy not only includes the ability to read and write, but also critical thinking skills, analysis and evaluation of information. This research aims to highlight the importance of formulating specific learning objectives and mastery of material in improving students' literacy skills. By using a qualitative approach based on literature studies, this research found that clear learning objectives and mastery of the material contributed to increased motivation, student engagement and critical thinking abilities. It is hoped that the results of this research can become a reference for developing learning strategies in Indonesia.

**Keywords:** Literacy, Learning Objectives, Mastery of Material, Students.

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### INTRODUCTION

Literacy skills include the skills of reading, understanding, analyzing, and evaluating information. In Indonesia, improving literacy has become a national priority in an effort to improve the quality of education (Agustin et al., 2021). Clear learning objectives and mastery of the material are two important elements in achieving better literacy for students. According to Oktavia (2023), specific learning objectives can help students understand the direction and benefits of the material they are studying. In addition, in-depth mastery of the material also allows students to develop a more critical and analytical understanding of various topics (Saputra, 2022).

Structured learning objectives can provide clear direction for students and teachers in the teaching and learning process. From research data by Suseno (2021), it can be concluded that the guided grass roots learning model can improve students' skills in terms of literacy, collaboration, communication, planning activities, compiling written reports and the ability to present observation results in front of the class. Types of motivation, namely (1) Intrinsic motivation is an urge to do something that arises from within a person without the need for external stimulation which aims to achieve desires that arise within oneself in order to get satisfaction from what he has learned and done. (2)

Extrinsic motivation is an urge to do something that arises from external stimulation. Extrinsic motivation can also be said to be a form of motivation that in learning activities begins and continues based on external encouragement (Prihartanta, 2015). An important potential that needs to be developed among students is the motivation to learn. If students have high learning motivation, then they will have the opportunity to achieve learning goals. There are several factors that can increase learning motivation, including (1) models, methods, and learning media chosen by teachers, (2) the influence of the family and school environment, (3) Parental support. These three factors are external factors that can inspire students' enthusiasm for learning. In addition to external factors, there are several internal factors that can increase students' learning motivation, usually appearing naturally in students (Hadi, 2017).

According to Suryani and Mahardika (2020), clear learning objectives serve as a guide that provides direction and benefits of learning for students. Mastery of the material allows students to understand and apply knowledge in various contexts. According to Saputra (2022), a deep understanding of the subject matter allows students to be more critical and creative in connecting the concepts learned with the context of everyday life. The results of this study are supported by the latest findings from Mahardika (2020) which highlight that mastery of the material can improve critical thinking skills, which are an important part of literacy skills.

Good literacy involves critical thinking skills, namely the ability to analyze and evaluate information effectively. According to Riyanto et al. (2022), the development of literacy skills is closely related to critical thinking skills, especially in evaluating relevant information. This is supported by research by Saputra (2022), which shows that effective literacy requires strong mastery of the material and the formulation of clear objectives so that students can analyze information critically.

## **RESEARCH METHOD**

This study was carried out using a qualitative approach that utilized literature study as the main method. This approach allows researchers to explore various relevant references, including scientific journals, books and the latest research results, especially those published in the period 2020 to 2024. This source selection aims to ensure that the data analyzed has high relevance to the latest developments in the field of study. This method includes important stages, starting from the data collection process, in-depth analysis of the information obtained, to comprehensive interpretation. The focus of this study lies in three main aspects, namely literacy, learning objectives, and students' mastery of the material. In collecting data, researchers utilize credible sources to gain a comprehensive understanding of the topics discussed. Data analysis was carried out systematically by highlighting patterns, main findings, and relationships between concepts that support the theoretical framework of the research. Furthermore, the interpretation process aims to connect the results of the analysis with practical contexts, thereby producing insights that can be applied in developing literacy and learning methods. With this approach, the study not only provides a theoretical overview but also proposes relevant solutions to challenges

in students' mastery of the material. It is hoped that this in-depth literature study can become a strong foundation for understanding how literacy plays a role in improving the quality of learning, as well as making a significant contribution to the world of education, especially in efforts to create more effective and inclusive learning.

## **RESULTS AND DISCUSSION**

Based on the results of literature analysis, it was found that the formulation of specific learning objectives and good mastery of the material are very important in improving students' literacy skills. Some important points found include:

### **Increased Learning Motivation**

Clear learning objectives provide guidance that helps students understand the benefits of learning, thereby increasing their learning motivation (Oktavia, 2023). The driving factor is increasing digital literacy skills where students have the main tools for viewing and interpreting information related to predetermined lesson themes. On the other hand, by mastering aspects of information technology by teachers which are then developed optimally through multimedia learning, students have a sense of security, joy and comfort when taking social studies lessons (Depdikbud, 2018). Digital literacy in social studies learning is of course closely related to digital ethics which consists of several items including how to use digital media safely, ethically, appropriately and responsibly in information assessment activities, reading and writing critically (Puspitasari and Remalasari, 2023). Technological advances should be able to encourage students to develop digital literacy skills in accordance with Adila, et al.'s research on the Influence of Digital Literacy on Social Skills in Social Studies Learning in Class IX Students of Al Azhar Islamic Middle School 29 Semarang. Looking at aspects of digital literacy in competence in using technology, in interpreting the credibility of digital-based literacy content and sources. The research results show that digital literacy has not been able to direct students to provide feedback, especially on the aspect of collaborating with friends in searching for information.

### **Active Engagement in Learning**

Mastery of the material encourages students to be actively involved in the learning process, which can ultimately increase their understanding (Saputra, 2022). Research from Mahardika (2020) also confirms that a deep understanding of the material can increase students' active involvement. Active student involvement can be stimulated by the presence of interesting learning media. In this era of globalization, the use of technology as a learning medium has developed very rapidly. According to Melinda and Saputra (2021), the emergence of learning media was motivated by the need for teachers to convey learning materials and based on learning materials by Rohani with the title "Learning Media", it was stated that teachers realized the need for learning facilities to provide a comprehensive learning stimulus and experience for students through certain channels or media to recipients. The message is the essence of the teaching

and learning process. Messages, message sources, channels or media and message recipients are seen as components in the communication process.

### **Development of Critical Thinking Abilities**

Good literacy allows students to develop critical thinking skills in filtering and analyzing the information received. According to Riyanto et al. (2022), This skill is very necessary amidst the high flow of information in the digital era. Based on the results of observations of students' critical thinking abilities, data was obtained that students' critical thinking abilities increased with each cycle. In cycle 1 only 48.93% of students were able to demonstrate critical thinking abilities. In cycle 2, an average of 70.2% was obtained for students' critical thinking abilities and in cycle 3 students' critical thinking abilities increased to 91.3% of all students were able to demonstrate critical thinking abilities. This increase in critical thinking skills can occur because of the differences in learning media used, such as in cycle 1 only ordinary videos were used, while in cycle 2 interactive videos were used, and in cycle 3 interactive videos were used and also writing down discussion results via simple info graphics. Judging from the results of this research, the development of critical thinking can be improved through the application of the problem based learning model by analyzing research journals (Anggitasari et al., 2019)

### **CONCLUSION**

Formulating specific learning objectives and good mastery of the material are two key elements that play an important role in improving students' literacy skills. Clearly designed learning objectives help students understand what must be achieved, thus providing a more focused direction in the learning process. On the other hand, good mastery of material not only increases students' understanding of learning content, but also strengthens their confidence in applying this knowledge in everyday life. This research shows that these two aspects support each other in creating more effective learning. This is in line with various recent studies which have found that specific learning objectives and in-depth mastery of the material can increase students' learning motivation, encourage their active involvement in class, and hone critical thinking skills. When students feel more focused and have a good understanding of the material, they tend to be more motivated to learn independently and participate more actively in the learning process. It is hoped that the results of this research can make a real contribution to the development of learning strategies in Indonesia. By applying these findings, teachers and educators can create learning environments that support literacy development, while encouraging students to reach their maximum potential.

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