

ABSTRACT

Karina Lisna Wulandary: Improving Critical Thinking Ability of Elementary School Students Through Multiliteracy Learning

The low literacy ranking of elementary school students, as issued by the *Most Literate Nations in the World* and *Progress in International Reading Literacy*, indicates that Indonesian education is still lagging behind. One way to improve it is through multiliteracy critical thinking learning.

The purpose of preparing this thesis is to describe studies in multiliterative learning, then describe studies in critical thinking learning. Furthermore, it aims to determine the relationship between multiliterative critical thinking learning and increased student achievement.

This type of research is library research (*studi kepustakaan*) using a qualitative approach. In this method, researchers will analyze several articles or journals related to the title of the thesis. Sources of data used are books, journals, and research results (*skripsi dan tesis*) which are all related to critical multiliteracy studies in elementary schools. Data collection techniques in this study were using documentation and triangulation techniques, while data analysis was carried out through the stages of data reduction, data display, and verification / conclusion.

The purpose of teaching critical thinking skills starting at elementary school level is so that students begin to get used to the patterns and concepts in critical thinking, but with consideration of their development stage. To improve students' critical thinking, teachers must use learning strategies that emphasize student activeness in the learning process. The problem that is always faced in learning critical thinking, namely learning that does not emphasize efforts to develop higher-order thinking (*berpikir tingkat tinggi*) tends to condition students into rote learning (*belajar hafalan*).

Multiliteration learning provides effectiveness to students in improving students' writing and reading skills. To improve students' critical thinking, teachers must use learning strategies that emphasize student activeness in the learning process. Multiliterative learning provides effectiveness to students in improving critical thinking skills. Students who learn with multiliterative learning give positive responses to learning models that have influenced their critical thinking and creative thinking skills. Teachers who use critical multiliteracy learning models in the learning process will be able to give positive responses.

Keywords: *Multiliteration, Critical Thinking*