



Critical Reading of Tunjuk Ajar Melayu Texts Regarding Humanist Literacy as Conservation Teaching Materials Language Learning in the Millennial Era

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Abstract: This study aims to describe the characteristics of teaching materials for critical reading of Tunjuk Ajar Melayu texts that link the humanist literacy desired by lecturers and students in Riau Province, Indonesia. This research is a qualitative approach with a descriptive method. The research data are in the form of questionnaires and interviews from research respondents. The respondents of this study involved lecturers and students in Riau Province. Data validation is done by triangulation of sources and methods. Furthermore, data analysis was carried out reflectively with the help of TagCrowd and AntCont. Based on the study that has been carried out, it is found that the characteristics of critical reading teaching materials desired by students and lecturers in Riau Province include, (1) teaching materials must be oriented towards humanist literacy activities, (2) use the Tunjuk Ajar Melayu text, (3) be oriented towards an attitude approach and behavior (psychodidactic), (4) has material that is in accordance with the characteristics of Malay culture, (5) has language that is in line with the context of Malay language and culture, and (6) presentation uses Malay icons which are arranged in detail and systematically. The implications of the results of this study can be to construct and conserve critical reading learning and critical reading teaching materials for the Tunjuk Ajar Melayu text to create student understanding in understanding and integrating humanist values in everyday life. Humanist awareness is important to be formed in facing the challenges of language learning in the millennial era.

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Introduction

Critical reading skills are a necessary activity in the context of today's revolution. This is believed for the variety of information offered in the type of writing. Certain arguments and viewpoints are contained in each work. The ideal text certainly has distinguishing characteristics from other texts. The content of ideas presented in the text usually indicates certain social practices (Cahyono et al., 2019). This approach causes the information presented in the text is no longer objective and is instead produced in accordance with certain beliefs and interests. The text is used as a means to influence and lead the reader to a state desired by the author. In addition, the text is also distributed to dominate views, ideology, propaganda, and diversion of issues (Hariadi et al., 2018). To reveal all these things can be done with critical thinking activities through critical reading. Based on this information, it can be stated that critical reading skills need to be possessed to investigate



certain interests, ideologies, and goals whose substance is still suggested in a text (Fariqoh, 2017).

Tunjuk Ajar Melayu has humanist values that can be used as guidelines and support for Malay behavior. These values if absorbed and lived by the Malay community become their Malay identity. By assuming this, the person can be said to be a civilized human being. In addition, someone who has guided Tunjuk Ajar Melayu can be said to be a person who is commendable, reliable, counted, skilled, wise, wise, knowledgeable, and has a reputation for culture and religion (Effendy, 2013). Therefore, Malay elders remind the next generation not to eliminate Malay Teachings in aspects of life. Tunjuk Ajar Melayu is used as the third guide, in addition to the Qur'an and Sunnah. The existence and position of Tunjuk Ajar Melayu for the Malay community is the most important sign in life. In this regard, the distribution of Tunjuk Ajar Melayu can be expressed in the form of works, namely in the form of pantun, gurindam, sloka, poetry, and expressions (Effendy, 2013).

Humanist literacy is directed at skills to develop and improve the regulation of one's human attitude towards a reading. If examined further, humanist literacy is related to structural, communicative, critical competencies, in the context of language learning. Structural is oriented to knowledge and forms of language in general. Communicative is oriented to how a language is used for communication purposes (Safio et al., 2020). Critical literacy focuses on assessing the ideology of the text, while humanist literacy emphasizes all these competencies and relates them humanely through reflection and self-regulation activities (Syaifudin & Rokhman, 2018).

Nowadays language learning with humanist literacy is the most important part. This is marked by the changing role of language in life. many social practices use language as a medium of persuasion and propaganda (Yanto et al., 2016). States that language learning has experienced a shift, because there has been a change in the interests of language practice in a humanist social context. These changes are marked by the more explicit power and gaps in language acts. Therefore, language learning today will be more appropriate if it is done with humanist literacy. Humanist literacy competencies are presented by paying attention to critical thinking activities. One form of language learning that can be integrated in critical reading learning (Sultan, 2018). Humanist literacy can be used to help someone in revealing the social practice of language and reflecting on it humanely. This model of language learning with humanist literacy can also be expressed as a way of critical thinking and learning practice by fighting for and exposing injustice, inequality, and the practice of power in a humanistic manner. Furthermore, the reviewer will regulate himself on the humanist attitude whether it can be said to be wise or not. Skills and abilities like this are the most important part today (Hamid et al., 2017).

The humanitarian values of the Malay community are now starting to shift their authenticity. Especially in the Riau Province of Indonesia. The humanist values contained in Tunjuk Ajar Melayu contain the values and principles of the ideal Malay life. Therefore, it is necessary to fortify and maintain it to keep it as ideal as it should be. One effort that can be made to conserve these values is to provide teaching materials for critical reading of the Malay Teaching Text. Teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating. Renewal of technology-based learning or other reforms needs to be done to improve and motivate learners (Saufi & Rizka, 2021), (Suarni et al., 2021) and (Kaluge et al., 2022). Teaching materials are designed systematically and attractively in order to achieve the expected goals, namely achieving competencies or sub-competencies with all their complexity (Rufii, 2015). A teaching material must be designed and written with instructional rules because it will be used by



lecturers to assist and support the learning process (Rahman & Zulaeha, 2015). Learning materials or materials are basically the "content" of the curriculum, namely in the form of subjects or fields of study with topics/subtopics and details (Sukerni, 2014) and (Mardiyah et al., 2020). Thus, we can know that the role of a lecturer in designing or compiling teaching materials greatly determines the success of the learning and learning process (Asnawi et al., 2019), (Asnawi, 2017), (Hirata, 2018) and (Hamid et al., 2017)

Based on these problems, this research is focused on how the characteristics of critical reading teaching materials are expected by lecturers and students in Riau Province, Indonesia. The purpose of this study is to find and interpret the characteristics of critical reading teaching materials that are used to reconstruct the humanist values of society. The benefits generated in this research can theoretically find the concept of the characteristics of critical reading teaching materials that link humanist literacy. Furthermore, practically the results of this study can be recommended to the Riau Provincial government to integrate humanist literacy in critical reading learning and especially for local culture courses for students in Riau Province.

Research Method

This research is a qualitative approach using a descriptive method. The research data are in the form of questionnaires and interviews from research respondents. The respondents of this study involved lecturers and students in Riau Province. The data from the questionnaire was used to see the characteristics of the critical reading teaching materials for the Malay Tunjuk Ajar text, linking the humanist literacy desired by lecturers and students. The adopted data is also reflected through the results of interviews with lecturers and students so as to ensure the authenticity and validity of the data (Mubasiroh et al., 2019), (Priyatni, 2014), (Aryaningsih et al., 2013). The research instrument used is based on well-validated theories about critical reading, the need for teaching materials, and humanist literacy (Rozak, 2018), (Ristekdikti, 2018), (Zulaeha, 2018), (Ardani et al., 2020).

Data validation is done by triangulation of sources and methods. Furthermore, data analysis was carried out reflectively with the help of TagCrowd and AntConc. TagCrowd is an application that is used to represent qualitative data that is used to describe metadata based on the keywords used to draw conclusions (Ramsden & Bate, 2008). AntConc is an application that is used to analyze and program data to create a word list according to the frequency of occurrence of words in a data finding in research (Anthony, 2014).

Results and Discussion

Based on the results of the needs analysis, it can be concluded that critical reading teaching materials need to be developed according to the characteristics of Malay culture. Teaching materials must have the characteristics desired by lecturers and students in critical reading learning. In detail about how the characteristics of teaching materials for critical reading of Tunjuk Ajar Melayu texts link humanist literacy, it can be explained in the following section.

1). Oriented to Humanist Literacy Linking Activities

The critical reading teaching materials developed are focused on humanist literacy stranding objectives. Humanist literacy is an ability of reading and comprehending human occurrences, which manifests itself in the development of polite, empathic, caring, and tolerant behavior (Zulaeha, 2013). The word strand has an introductory interpretation that serves to guide the reader how to carry out humanist critical thinking activities. Additionally, readers can cultivate the ability to choose wisely in accordance with Malay life values

(Asnawi et al., 2022). As a result, future learning directions can be addressed by teaching materials that are focused on humanistic attitude and behavior activities (Safio et al., 2020) and (Sanjayanti et al., 2018). This is in line with the results of data analysis that has been carried out through the TagCrowd and AntConc technique as follows.



Figure 1. TagCrowd Analysis Results

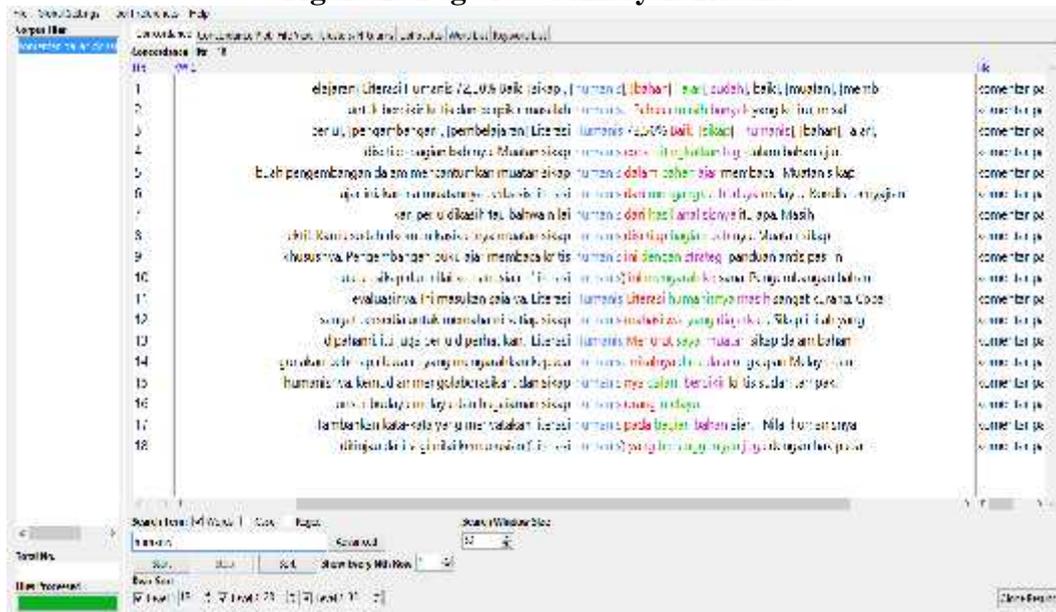


Figure 2 AntConc Analysis Results Humanist Literacy Aspect

The approach of integrating humanist awareness with humanist literacy in teaching materials for critical reading of Tunjuk Ajar Melayu materials takes the form of expressing and cooperating humanist attitudes and behaviors and further humanist critical thinking. (Rozak, 2018), (Ristekdikti, 2018), (Zulaeha, 2018), (Ardani et al., 2020). In order to assist readers, comprehend and become aware of the significance of humanist attitudes and behavior, the action of expressing them is a part of reading awareness and comprehending human occurrences. The communicative features of the Tunjuk Ajar Melayu text, which traces humanist literacy, are recognized at the start of each chapter in critical reading teaching materials. The Tunjuk Ajar Melayu text string enables readers to appreciate the importance of comprehending the humanistic attitudes and behaviors of Malay people (Sanjayanti et al., 2018).

Furthermore, the reader's consciousness in comprehending human occurrences and how to link them to their experience and knowledge is enhanced by the action of contributing humanist attitudes and behavior. The reader is asked to connect the newly learned human



phenomena with the previously acquired human phenomena in this activity. This activity necessitates reflection and reinforcement of prior knowledge/experience with the newly acquired humanist knowledge. Based on these activities, readers may make substantial preferences about how to think, behave, and behave compassionately following Malay life values. Humanist attitudes and conduct must be collaborated in order for humans to operate properly in their surroundings (Mardiyah et al., 2020) and (Sanjayanti et al., 2018).

Humanistic critical thinking is critical consciousness in comprehending current human occurrences. The critical thinking exercises included in the teaching materials for critical reading of the Tunjuk Ajar Melayu text integrate humanist literacy in the form of awareness in comprehending humanist attitudes and actions that must be emulated. This activity is the consequence of combining prior experiences and knowledge with the comprehension of new texts. The critical reading exercise in question is simplified from the simplest to the most sophisticated critical thinking activity. Analyzing, interpreting, inferring, assessing, explaining, and self-regulation are examples of critical reading activities (Mardiana et al., 2019) and (Sultan, 2018).

Analyzing activity is the activity of conducting an investigation of the phenomena of humanity contained in the Malay Teaching Text and supporting information texts. The activity of analyzing aims to find and connect human phenomena in order to create confidence in the humanitarian information obtained in the Malay Teaching Text. In analyzing activities, it can be seen from the marker indicators, namely idea detection, argument detection, and argument review (Sultan, 2018). Detection of ideas is an activity to find the hidden meaning of a Malay Text of Teaching in the form of comparing and relating it to humanist attitudes and behavior. Detection of arguments is an activity to determine whether statements support or contradict humanist attitudes and behavior. In addition, argument analysis is an activity to uncover reasons to support or challenge the acquired humanist attitudes and behaviors. In this activity the reader tries to reveal existing humanist attitudes and behaviors through in-depth investigation activities (Muliastri, 2019).

Interpreting activities are those that involve the interpretation of human occurrences. This activity attempts to understand and justify the comprehensive meaning of human attitudes and behavior through the analysis of numerous circumstances, facts, and events. The reader must engage in the activities of classifying arguments, explaining meaning, and generating interpretations of meaning while interpreting. Argument categorization is an attempt to accurately specify the human phenomena obtained. Explanation of meaning is a task that attempts to offer a complete explanation of the labels discovered. Furthermore, an attempt is made to discover generally humanist attitudes and behavior from situations, data, and events through the interpretation of their significance (Asnawi et al., 2021).

An inference activity attempts to generate conclusions based on inquiry and interpretation activities. The reader performs the activities of forming accurate conclusions on the obtained human phenomena in this activity. Drawing conclusions and suggesting alternatives are examples of inference actions. Conclusions are drawn based on evidence that supports the assertion. Meanwhile, alternative ideas are created based on examination of the probable outcomes in the form of projecting numerous prospective effects, policies, and attitudes that emerge. An evaluation activity assesses credibility based on beliefs, opinions, and human circumstances. The evaluation activity aims to examine claims (factors that contribute to the creation of specific points of view) as well as the justifications of humanist attitudes and behavior based on humanist social realities. The reader attempts to create an impartial appraisal of human phenomena based on the facts, circumstances, and events discovered in this activity. The evaluation process is carried out meticulously and thoroughly

by reflecting on facts, situations, and events concerning the phenomena of contemporary humanity (Asnawi et al., 2022).

An explanation activity is one in which a clear understanding of the outcomes of the assessment is provided. The ability to explain phenomena of human attitudes and behavior that occur is intended to persuade the reader to believe in the information obtained. In this activity, the reader attempts to appropriately report the data and expresses that the assessment technique was correctly implemented. As a result, readers are made to assume that the information provided is based on relevant and reliable facts and data (Puspita et al., 2021).

Self-regulation activities play a significant part in critical thinking activities that relate to humanist literacy. This activity intends to reflect on all of the knowledge gleaned from the previous activities of analyzing, interpreting, inferring, evaluating, and explaining. The contemplation of this self-regulation practice results in readers being able to make humanistic decisions in line with Malay life values. In self-regulation activities, the reader attempts to engage in self-reflection in the form of self-assessment and self-correction in order to make smart judgments in a humane manner that may be used as a model for future life (Ardani et al., 2020). Critical readers can make reasonable judgments by examining the facts whether to accept, oppose, reject, believe, or support the humanist attitudes/behaviors found in the Tunjuk Ajar Melayu text that links humanist literacy (Asnawi et al., 2021).

2). Integration of Malay Teaching Text

Based on the analysis of the needs of lecturers and students about the text used in critical reading teaching materials is the Malay Teaching Text. The integration of the Tunjuk Ajar Melayu text in teaching materials for critical reading of the Tunjuk Ajar Melayu text linking humanist literacy can be seen in each chapter. Especially in the fourth chapter, which explains in detail how the text of Tunjuk Ajar Melayu is used to help readers make a critical study of the strands of humanist literacy. The use of Tunjuk Ajar Melayu text aims to make it easier for readers to understand and collaborate on the humanist attitudes and behavior of the Malay community (Asnawi et al., 2021). The use of local culture in learning is important to authenticate learning materials according to the characteristics of the users (Mukhlis et al., 2020) and (Zulaeha, 2013). This is in line with the results of data analysis that has been carried out through the tagCrow and AntConc technique as follows.



Figure 3. TagCrowd Analysis Results

The Malay Teaching Instructions text is used to make it easier for readers to carry out critical thinking activities in linking humanist literacy. This is based on the reason that the



text of Tunjuk Ajar Melayu is already known and known by students in Riau Province. In addition, the use of Tunjuk Ajar Melayu text aims to authenticate the material presented in critical reading learning, considering that critical reading is a high-level reading activity (Mukhlis & Asnawi, 2019).

Furthermore, the Malay Teaching Text used is also only text that states "The Position and Responsibilities of Leaders" in the form of proverbs and *petitih* that contain the values of human attitudes and behavior. The text in the form of "Leader's Position and Responsibilities" was chosen for reasons that the text reflected how the attitudes and behavior of humanist leaders were in the principles of Malay life. Furthermore, the text is perceived as being able to literate humanist values that need to be preserved and guarded so as not to be eroded by the times. In addition, this effort is a form of realization of cultural conservation which aims to maintain the values, attitudes, and humanist behavior of today's Malay leaders. Thus, this effort can equip young Malays how to become a humanist, and become a humanist Malay leader.

Tunjuk Ajar Melayu is in the form of proverbs and *petitih* containing teachings that are used as the basis or role model for the Malay community in acting humanely. Tunjuk Ajar Melayu contains humanistic values of goodness that can lead a person to virtue. Tunjuk Ajar Melayu is an example of being able to save the Malay community in the life of this world and the hereafter (Effendy, 2013). Tunjuk Ajar Melayu philosophically means principles or guidelines for life in thinking, acting, and behaving towards someone according to human values, attitudes, and behavior. Every Malay adheres to the Malay Teaching Guide as the basis for inculcating humanist Malay cultural norms and values.

Tunjuk Ajar Melayu is delivered in beautiful language and contains a deep meaning for the lives of the Malays. The Malays gave directions not conveyed them directly. Malays give reprimands or criticisms through rhymes, *gurindam*, and poetry. Tunjuk Ajar Melayu is full of Malay cultural values and politeness. In Tunjuk Ajar Melayu the principles of Malay life are described in detail. How the Malays behave, act, speak, and socialize in a humanistic manner is conveyed by Malay rules (Asnawi et al., 2022).

3). Attitude and Behavior Oriented (Psychodidactic)

The teaching materials for critical reading of the Tunjuk Ajar Melayu text link humanist literacy which is made psychodidactically oriented. Psychodidactic is an approach that develops students' cognitive and affective abilities which are implemented in humanist attitudes and behavior (Cerna, 2018). Teaching materials for critical reading of the Tunjuk Ajar Melayu text strung on humanist literacy were made aimed at reflecting the attitudes and behavior of humanity following the principles of Malay life contained in Tunjuk Ajar Melayu. This is done to restore the repertoire of Malay culture that shifted its authenticity values.

Teaching materials for critical reading of the Tunjuk Ajar Melayu text linking humanist literacy are made by paying attention to the attitudes and behavior of humanity. The attitude content in the teaching materials is realized from the effort to communicate the attitude values of the Malay community. Readers are led to understand how the attitudes contained in the text of Tunjuk Ajar Melayu are. The presentation of the Malay Teaching Text in teaching materials aims to actualize the values of the attitude of the Malay community that need to be maintained and considered. In addition, the presentation of the description of the Malay Teaching Text at the beginning of each chapter leads the reader to conserve humanist attitudes that need to be preserved for future learning. Furthermore, the presentation of the Malay Teaching Text in each chapter and the description of the chapter

material guides the reader or student to provide awareness in reading. Awareness in understanding human phenomena through experience reflection activities to create attitudes that reflect respect, empathy, care, and tolerance for fellow human beings. Thus, readers can make wise decisions in a humanistic manner according to the principles of Malay life.



Figure 4. TagCrow Analysis Results

The integration of behavior in critical reading teaching materials for Tunjuk Ajar Melayu texts for humanist literacy can be identified in reflections and examples of critical reading exercises. In reflection, students are required to consider decisions based on previous knowledge, experience, and behavior in making decisions. Then in the description of the critical reading exercise in the fourth chapter, the reader is guided on how to make wise decisions by considering humane behavior. The decision is made by reflecting the behavioral information contained in the Tunjuk Ajar Melayu text with the behavioral information obtained in the supporting text. Both of these information were analyzed critically by involving self-regulation activities to find wise decisions. From the results of these reflections found decisions in the form of accepting, rejecting, opposing, agreeing, believing, or discarding the behavior found. In this activity, readers or students think about behavior that can be imitated or not as a provision to face the challenges of today's life. This is in line with the concept of future learning that must be integrated into humanist attitude and behavior literacy (Asnawi et al., 2022).

4). Materials that Match the Characteristics of Malay Culture

Teaching materials for critical reading of the Tunjuk Ajar Melayu text were developed with material content that is in line with the characteristics of Malay culture. The integrated material based on the characteristics of Malay culture is described as covering six aspects, namely (a) the suitability of the description of the material with critical reading competence, (b) the accuracy of the material with the characteristics of Malay culture, (c) the up-to-dateness of the material with the characteristics of Malay culture, (d) encouraging curiosity, (e) material utilization practices, and (f) material enrichment.

The material presented in the teaching materials for critical reading of the Tunjuk Ajar Melayu text linking humanist literacy is following critical reading competence. It aims to make the achievement and demands of critical reading learning relevant to the expected. Furthermore, the description of the material adapted to reading competence also re-confirmed the characteristics of Malay culture. The role of material that is in line with the characteristics of Malay culture is presented to make it easier for readers to understand the material



presented accurately. The characteristics of the Malay culture presented are reviewed through the content of values, attitudes, and behaviors that arise in the presentation of teaching materials. The materials presented reflect and realize the treasures of humanist Malay values, attitudes, and behaviors. Thus, the authenticity of the material in teaching materials for critical reading of the Malay text *Tunjuk Ajar* stranding humanist literacy can be utilized and understood by students easily (Asnawi et al., 2019).

In addition to having conformity with critical reading competence, the material in the teaching materials for critical reading of the Malay text *Tunjuk Ajar* stranding humanist literacy has material strength. The level of accuracy of the material in teaching materials for critical reading of the *Tunjuk Ajar Melayu* text strands identified humanist literacy from presenting humanist phenomena about the attitudes and behavior of the Malays. Furthermore, the accuracy of the material in the teaching materials for critical reading of the *Tunjuk Ajar Melayu* text that links humanist literacy is also found from the truth of the information presented from clouded information and is used to reflect previous knowledge with newly acquired knowledge. With the accuracy of the material in critical reading teaching materials, the *Tunjuk Ajar Malay* text strands humanist literacy, making it easier for students to reflect on their experiences, knowledge, and thoughts (Priyatni, 2014).

The material presented in the teaching materials for critical reading of the *Tunjuk Ajar Melayu* text linking humanist literacy is up-to-date. The novelty of the material can be seen from the strands of humanist literacy presented and the humanist social phenomena presented in the supporting news. The novelty of the material in teaching materials for critical reading of the *Tunjuk Ajar Melayu* text that links humanist literacy is very important to do to face competence in the revolution century.

The enthusiasm of students or readers also needs to be integrated into teaching materials for critical reading of the *Tunjuk Ajar Melayu* text that links humanist literacy. Authentic material can create a reader's curiosity that is so high. The Malay Teaching Text which is connected with humanist literacy makes the enthusiasm of the material high. This is reasonable if we look at the up-to-date material of the use of the Malay Teaching Text and humanist literacy, it has not been widely found. In addition, the enthusiasm of the material presented can be identified from the examples of critical reading exercises described in the fourth chapter. Examples of critical reading exercises are described from easy to complex skills. From the sequence of levels of critical reading competence in the strand of humanist literacy, it is illustrated that readers or students must carry out analyzing and interpreting activities first to be able to carry out inference activities. This is described based on the level of difficulty of each critical reading skill in the strand of humanist literacy. With this description, it stimulates the curiosity of readers or students to understand the material to completion.

Utilization of the material is also the most important part of teaching materials for critical reading of the Malay text *Tunjuk Ajar* stranding humanist literacy. The integration of the use of materials in teaching materials is contained in the steps of how to analyze, interpret, infer, evaluate, explain, and regulate themselves. From each critical reading competency, the humanist literacy strand is presented with steps on how to use each of the existing competencies. With this, students or readers can easily take advantage of critical reading material for humanist literacy. In addition, to make it easier for readers or students to use the material, an example description of how to report critical reading activities is provided for humanist literacy. From the presentation of the sample report, it is described that each section indicates the indicators that mark each critical reading competency in the strand of humanist literacy.



Furthermore, to make it easier for readers, material enrichment is carried out in teaching materials for critical reading of the Malay text *Tunjuk Ajar* stranding humanist literacy. Material enrichment in teaching materials can be seen from the presentation of the summary. The summary is presented to reflect on the reading activities that have been carried out. A summary is made based on the achievement indicators in each chapter. The summary presentation is made in each chapter with the aim of making it easier for readers and students to recall important components in teaching materials (Asnawi et al., 2021).

5). Language According to Malay Context

Teaching materials for critical reading of the *Tunjuk Ajar Melayu* text linking humanist literacy are developed using language that is appropriate to the target and context of Malay culture. The language has a degree of relevance to the Malay cultural context and uses Malay vocabulary. The use of language that is following the Malay cultural context will make it easier for readers to understand teaching materials for critical reading of the Malay text *Tunjuk Ajar* linking humanist literacy (Puspita et al., 2021). The vocabulary used tends to use Malay vocabulary with the aim of giving the reader the impression of familiarity with the existing teaching materials. For example, the use of the word "strand" aims to familiarize the reader or student in understanding the meaning that will be stated. The word *strung* is taken from the Malay vocabulary with the meaning of 'scramble', 'to strip', and 'lined up', so in this context it is interpreted as an introduction. Critical reading strands humanist literacy provides an understanding that critical thinking activities are to guide readers on how to have awareness in understanding human attitudes and behavior according to the principles of Malay life. Thus, the language in teaching materials is made with the characteristics of being straightforward, communicative, dialogical, and paying attention to student development.

The simplicity of the language used can be identified from the clarity, economy, and effectiveness of the meaning conveyed. The simplicity and clarity of the sentence structure is conveyed through a vocabulary that is not long-winded, right on target according to the purpose. The economy of the language used is marked by the use of vocabulary that is not excessive/wasted. The effectiveness of the sentence is indicated by the accuracy of the information that is conveyed to the reader in the critical reading teaching materials of the *Tunjuk Ajar Melayu* text that links humanist literacy. Furthermore, language communicativeness in teaching materials is identified from the suitability of language rules, the suitability of (logical) reasoning, the suitability of the meaning of the message conveyed. The suitability of language rules can be seen from the use of PUEBI. Then, the suitability of reasoning was identified from the logical structure of the sentences presented in critical reading teaching materials. Conformity of intent is the similarity of information between the writer and the reader.

Language in teaching materials must be dialogical and interactive (Suwartini & Fujiastuti, 2017). This can be identified from the vocabulary of commands used, such as *let's!*, *come on!*, which indicate the activity of taking action together or taking action together. These words are used to create a dialogical impression and interaction for students in understanding teaching materials for critical reading of the *Tunjuk Ajar Melayu* text effectively linking humanist literacy. The use of these words is proven to increase students' enthusiasm in understanding the material in teaching materials. Each chapter is required to have subtly conveyed command words. Aspects of language according to student development are identified from technical vocabulary such as interpreting, explaining, synthesizing, reflecting, etc. These words are used to stimulate students' understanding of operational words in critical thinking activities. The use of these words has proven to be able



to improve students' understanding in understanding critical reading of the Tunjuk Ajar Melayu text that links humanist literacy (Syamsi et al., 2013).

6). Presentation Using Malay Icons

Teaching materials for critical reading of the Tunjuk Ajar Melayu text linking humanist literacy are presented in a detailed and systematic presentation. The details of the presentation are seen based on the consistency of the completeness of the systematic presentation in teaching materials for critical reading of the Malay text Tunjuk Ajar strung humanist literacy. Presentation in critical reading teaching materials for Tunjuk Ajar Malay texts linking humanist literacy is presented based on the consistency of presentation, completeness of presentation support, and a consistent flow of thought (BSNP, 2017).

The completeness of the presentation is seen based on the systematic presentation of the teaching materials for critical reading of the Malay text Tunjuk Ajar strung humanist literacy. The completeness of the presentation in critical reading teaching materials contains a description of the contents of the chapter, namely introduction, chapter material, reflection, summary, and evaluation. In the teaching materials, the supporting aspects of presentation are presented based on complementary data in the presentation of teaching materials for critical reading of the Malay text Tunjuk Ajar strung humanist literacy. Supporting presentation in critical reading teaching materials includes catalog pages, introduction pages, table of contents pages, bibliography, glossary, and summary pages. The completeness of the presentation of teaching materials can facilitate the reader's understanding in carrying out learning (Pratama, 2016).

In critical reading teaching materials, the presentation of the coherent aspect of the flow of thought is identified from the consistency of the line of thought in each chapter. The presentation of the flow of thought in the chapter is seen from the similarity of the parts in the content of the chapter which includes the introduction, chapter content, reflection, summary, and evaluation. Each chapter is required to have all of these parts. The completeness of the inter-chapter elements indicates the consistency of presentation in the flow of thought making it easier for readers to understand the information in teaching materials (Rahayu et al., 2020).

Conclusion

The implications of the results of this study can be to construct and conserve critical reading learning and critical reading teaching materials for the Tunjuk Ajak Melayu text to create student understanding in understanding and integrating humanist values in everyday life. Humanist awareness is important to be formed in facing the challenges of language learning in the millennial era. The characteristics of the desired critical reading teaching materials include, (1) teaching materials oriented to humanist literacy stranding activities, (2) using the Malay Teaching Text, (3) oriented towards attitude and behavior (psychodidactic) approaches, (4) having material that according to the characteristics of Malay culture, (5) having a language that is in line with the context of Malay language and culture, and (6) presentation using Malay icons arranged in detail and systematically.

Recommendation

The results of this study can be recommended for lecturers, teachers, and further researchers to carry out learning in Riau Province developed next must be used for students at the elementary or high school level. Subsequent research can conduct studies by constructing humanist values in various ancient texts to restore the humane attitude of the Indonesian



people. Every language learning should use humanist literacy so that the humane values of students can be maintained, given the rapid influence of foreign culture and media.

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