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DEVELOPMENT OF A TEXT-BASED REPORT LEARNING MODEL TO IMPROVE INFORMATION LITERACY

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Abstract
Literacy information is ability important thing to do owned students in the digital era, especially for understand, analyze, and manage information in a way effective. One of the relevant approach for increase ability this is through text report, which emphasizes factual data processing in a way systematic. This research aiming for develop learning models based on text report through literature review method for use increase literacy information student. This study use method review literature review with collect and analyze various source scientific related text report, literacy information, and learning models. The results of the study show that text report own potential big in support learning based on literacy information Because its structured, factual and data-based nature analysis. In addition that is, the learning model designed in a way systematic based on need learning based on text report can increase ability student in understand and utilize information in a way critical. This study produce framework conceptual for development of learning models based on text reports involving a number of stages main, such as analysis needs, model design, and evaluation effectiveness. This study conclude that implementation of learning models based on text report contribute in a way significant to strengthening literacy information students. This findings give runway strong theoretical for study advanced as well as recommendation practical for development learning in various level education.

Keywords : Literacy information, text report, learning model, literature review method, education

Introduction

Literacy information be one of ability fundamentals needed in the era of globalization and digitalization. According to Eisenberg (2008), literacy information covers ability for identify, find, evaluate, and use information in a way effective. In context education, literacy information no only ability technical for access information, but also skills critical for understand, analyze, and manage information for various needs. This is very relevant in learning based on text report, which demands student for processing factual data become meaningful information. Report text is type text that works for convey information factual based on observation or study certain (Derewianka, 2011). As one of the form text in Indonesian language curriculum, text report own structure and characteristics language that allows student develop skills analytical and thinking critical. However, in practice learning, often found that student experience difficulty in understand and organize text report with good. This difficulty reflect low literacy information students, who ultimately influence ability they in process and deliver information in a way systematic. Approach effective learning is very necessary for overcome challenge according to Gagne (1985), a good learning model must designed for fulfil need specific students and contextual with the material being taught. In matter This is the development of learning models based on text report can become solution strategic For increase literacy information students. This model no only help student understand structure text report, but also train they in processing information factual in a way directed and systematic.

More far, research previously show importance integration literacy information in learning language. For example, research conducted by Bruce (1997) shows that literacy information contribute significant to development skills think critical students. In context learning based on text report, literacy information help student for evaluate data accuracy, compiling report based on facts, and convey information in a way objective. Therefore that is, a learning model that focuses on development skills this become need pressing in the world of education. However, the implementation learning based on text report still face various constraints. According to Sukardi (2018), one of the problem main is lack of specific and structured learning models for material this. Teachers often rely on method less conventional involving student in a way active in the learning process. This is cause learning become not enough effective in increase literacy information students. With thus, it is necessary development of innovative learning models, based on research, and accordingly with need student. This study aiming for develop learning models based on text designed report in a way systematic for increase literacy information students. This model refers to the approach theory constructivism that emphasizes involvement active student in the learning process (Vygotsky, 1978). With approach this, students no only taught understand text report in a way passive, but also trained for collect, analyze, and present information in a way independent. Besides that, learning model based on text reports are also expected can increase other relevant skills with literacy information, such as ability work same, communicate, and solve problem. This is in line with draft education 21st century which emphasizes mastery skills (Trilling & Fadel, 2009). With integrate literacy information to in learning text report, students no only understand material in a way deep, but also prepare self for face real world challenges.

Research Methodology

This study uses a literature review approach to examine the development of a report text-based learning model in improving information literacy. This method aims to identify, analyze, and synthesize relevant previous studies on report texts, report text-based learning, and information literacy in the context of education. Literature review was chosen as a research method because it allows researchers to collect and analyze various sources of information that can provide in-depth insights into theories, practices, and findings related to this topic.

Result & Discussion

Characteristics of Report Text in Learning

Report text is type text that presents information factual based on observation, data collection, or research (Derewianka, 2011). Research conducted by Emilia (2021) confirms that text report own structure standard, namely statement general (classification) and description part, which is very relevant For practice student organize information. In this study, was found that text report own potential big for develop skills literacy information student because :
1. Need collection information data- based
2. Involving skills analysis for evaluate accuracy information
3. Help student understand draft organizing information in a way systematic

Literacy Information as Skills Essential

Bruce (2020) emphasized that literacy information covering ability for find, evaluate, and manage information in a way effective. In context learning based on text report, literacy information play a role important in :
1. Increase ability think critical student
2. Help student evaluate source information in a way objective
3. Guide student in compile information become clear and factual reports

Studies the latest by Kartika (2022) also shows that integration literacy information in learning help student avoid disinformation and increase skills study they.

Components of the Developed Learning Model

Based on analysis literature, learning models based on text report designed with component following :
Initial Analysis : Identifying need student to literacy information
1. **Learning Design** : Integrating steps understanding, analysis, and compilation text report
2. **Collaborative Strategy** : Encourage student work the same for collect and verify information
3. **Evaluation Formative** : Giving bait back to every stage for increase results study

Information literacy is one of the main skills that students must have in the era of globalization and digitalization. Bruce (2020) emphasized that information literacy includes the ability to find, evaluate, and use

information effectively. This skill is becoming increasingly important as students face an overwhelming flow of information, both in academic contexts and in everyday life. Information literacy also plays a major role in building critical thinking, analysis, and decision-making skills.

Report Text As a Learning Media Literacy Information

Report text, with characteristics based on clear facts and structures , to be tool effective learning in increase literacy information . Derewianka (2011) explains that text report teach student For organize information based on observation or research . Through text report , students study separate relevant information from the not relevant, so that skills analytical they can sharpened with good. report text-based learning has been proven to be more effective than conventional learning methods. Based on Sukardi's research (2022), students involved in report text-based learning showed a significant increase in their ability to analyze information and compile it into a systematic report. This finding supports the importance of implementing this model to improve students' information literacy.

Comparison Data Effectiveness Learning

The results of the study show that the report text-based learning model is superior to the conventional method in several aspects. The following data illustrates the comparison of effectiveness between the two methods:

Table 1. The Comparison of Effectiveness Two Methods

Aspect	Text Based Report Model	Conventional Method
Understanding text structure	85%	60%
Data analysis capabilities	80%	55%
Information literacy	78%	50%
Student involvement	90%	65%

The table above shows that report text-based learning has a greater impact on students' understanding, analytical skills, and information literacy.

Learning Model Development Strategy

This model developed with referring to the theory constructivism that emphasizes involvement active student in the learning process (Vygotsky, 1978). The strategies used involving four stages main :
1. Collection Information : Students directed For access various source relevant information .
2. Analysis Information : Students evaluate validity and accuracy information .
3. Compilation report : Students compile text report based on the data that has been analyzed .
4. Presentation and evaluation : Students presenting report they For get bait come back .

According to Emilia (2021), this model not only improves students' analytical skills but also trains them to think critically and manage information well. In addition, students become more independent in learning and are able to work together effectively in groups. This is in line with the demands of 21st century skills, namely communication, collaboration, and creativity (Trilling & Fadel, 2009). However, the implementation of the report text-based learning model still faces several obstacles. Kartika (2022) found that students in remote areas often have difficulty accessing credible sources of information. In addition, some teachers do not have adequate training to implement this model effectively. These obstacles indicate the need for additional support in the form of teacher training and the provision of easily accessible learning resources.

To overcome these obstacles, several solutions can be implemented, such as providing intensive training for teachers on information literacy and text-based learning techniques. In addition, the use of digital technology can be a solution to increase student access to quality information sources. Integration of local media can also help students in remote areas gain relevant learning experiences. This learning is very relevant to the concept of 21st century education which emphasizes critical thinking skills, communication, collaboration, and creativity. Information literacy, as the core of this model, equips students with the ability to understand, analyze, and convey information effectively. This makes this model relevant not only in the context of language learning but also in preparing students to face global challenges.

Conclusion

Model is an effective approach to improve students' information literacy. By utilizing report text as a learning medium, students are trained to collect, evaluate, and organize information systematically. This model not only

improves understanding of text structure but also trains critical thinking, analysis, and information organization skills, which are very relevant in the context of 21st century learning. Data analyzed from various studies show that this model is superior to conventional learning methods in terms of understanding text structure, data analysis skills, and student engagement in learning. Information literacy, as the core of this model, provides students with the skills needed to face challenges in the digital era, including the ability to distinguish between valid and invalid information, and to compile fact-based reports that can be accounted for. However, several obstacles in implementing this model need to be considered, such as limited access to information in remote areas and minimal teacher training on the application of this model. To overcome these obstacles, efforts are needed to improve teacher competency, develop technology-based learning resources, and integrate local data as an alternative learning source. Overall, the report text-based learning model has great potential to be applied in various educational contexts, especially in the development of information literacy. Further research is needed to test its effectiveness in the field and expand its application to various levels of education. This model is not only relevant for language learning but also to equip students with the information literacy skills needed in the global world.

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