



HUMANISTIC LITERACY DESIGN MODEL BASED ON DIALOGICAL PEDAGOGY TO DEVELOP CRITICAL THINKING AND SOCIAL EMPATHY OF MADRASAH IBTIDAIYAH STUDENTS

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Abstract

This study aims to examine a humanistic literacy design model based on dialogical pedagogy in developing the critical thinking skills and social empathy of Madrasah Ibtidaiyah students. The background of this study stems from the low levels of literacy achievement and critical thinking among elementary school students, which are still dominated by teacher-centered learning approaches and have not optimally integrated humanistic, dialogical, and social dimensions in the learning process. This study employs a descriptive qualitative approach, with data collected through classroom observations, in-depth interviews, and learning documentation conducted in several Madrasah Ibtidaiyah in Bogor Regency. Dialogical pedagogy is understood as a learning approach that places dialogue, social interaction, and the negotiation of meaning at the core of the learning process. Its implementation is strengthened through interpersonal communication strategies, including teacher role modeling and credibility (ethos), empathy and emotional warmth (pathos), as well as logical reasoning and argumentation (logos). The findings indicate that the application of a humanistic literacy model based on dialogical pedagogy encourages active student participation, enhances reflective expression of ideas, and fosters social sensitivity and empathy in learning interactions. The learning syntax of orientation, exploration, elaboration, application, evaluation, and generalization creates an inclusive, dialogical, and reflective classroom atmosphere. This study concludes that the model effectively integrates the development of critical thinking and social empathy in a balanced manner and is aligned with the spirit of the Independent Curriculum, making it relevant for shaping critical, empathetic, communicative, and humanistic Madrasah Ibtidaiyah students in the context of 21st-century education.

Keywords: humanistic literacy; dialogical pedagogy; critical thinking; language learning; Madrasah Ibtidaiyah

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INTRODUCTION

The development of the digital era requires students to have higher-order thinking skills to be able to analyze information, solve problems creatively, and make appropriate decisions in a dynamic environment. At the elementary school level, strengthening the foundation of literacy and critical thinking skills is very important as an initial provision for students to face the complexity of information and social interaction in the future (Firdausi, Warsono, & Yermiandhoko, 2021). This is in line with Indonesia's education policy through the Independent Curriculum, which emphasizes the development of critical reasoning skills and noble character as the core competencies of 21st century students (Kollo & Suciptaningsih, 2024; Nadhiroh & Anshori, 2023). Thus, the ability to think critically since elementary school is not just an academic demand, but a fundamental need in preparing a generation that is adaptive, reflective, and has integrity of character in the midst of the development of modern civilization.

Although literacy and critical thinking skills are an important foundation for students' intellectual development from elementary school onwards, the achievement of students in Indonesia still shows significant gaps (Sarwanto, Fajari, & Chumdari, 2021; Smith, Ichda, Alfian, & Kuncoro, 2023; Vieira & Tenreiro-Vieira, 2016). The results of international assessments such as the Programme for International Student Assessment (PISA) consistently place Indonesian students' literacy skills in the low category, reflecting the weakness of the ability to understand texts in depth, analyze information, and formulate arguments critically (Bechelaghem, 2024; Budianto, Yuniar, & Rohmana, 2025). On the other hand, learning practices in elementary schools are still dominated by a teacher-centered approach, where teachers become the center of information and students play the role of passive recipients, so that the critical thinking process has not been optimally facilitated. In addition, teachers' and schools' understanding of literacy is often limited to technical reading and writing skills, not to mention the humanistic, reflective, and dialogical dimensions that encourage the exploration of meaning, empathy, and the courage to express opinions (Fitriadi et al., 2025; Lombardi, Mednick, De Backer, & Lombaerts, 2022). This condition shows that there is a gap between the ideal demands of 21st century education and the reality of the implementation of literacy learning in elementary schools, so that it is necessary to innovate literacy models that are more humanistic and dialogical to foster critical thinking skills from an early age.

In the context of basic education, literacy is not only understood as the technical ability to read and write, but also as a process of humanizing students through the development of awareness, reflection, and the ability to interact meaningfully with their social environment (Dewi & Wijaya, 2023). The humanistic literacy approach places students as whole subjects, who need to be guided to build empathy, dialogue skills, sensitivity to human values, and the ability to reflect on learning experiences in daily life. Through literacy that is oriented towards meaning and character development, learning not only produces students who are cognitively

skilled, but also have the ability to understand other people's perspectives, respect diversity, and behave ethically (Abidin et al., 2025; Kustyarini & UMAMY, 2024). This is in line with the goal of strengthening character education at the elementary school level, where meaningful literacy is an important vehicle to internalize moral values, form a positive identity, and foster a responsible attitude as part of society. Thus, the humanistic literacy approach becomes a strategic foundation in building the foundation of academic skills as well as human character in students from an early age.

In the context of learning at Madrasah Ibtidaiyah, dialogical pedagogy functions as a dynamic mechanism that operationalizes the principles of humanistic literacy in the classroom. Dialogical pedagogy does not only place dialogue as a communication technique, but as a pedagogical approach that allows learners to build meaning, develop empathy, and practice critical reasoning through reflective and meaningful social interactions (Skidmore, 2006; Teo 2019). Through equal and open dialogue, students are encouraged to express opinions, listen to other people's perspectives, and reflect on human values that arise in the learning process. In contrast to more general terms such as communicative learning, dialogical pedagogy emphasizes the ethical relationship between teachers and learners, where teachers play the role of facilitators of meaning and learners are positioned as active subjects in the learning process (Skidmore, 2006). Therefore, dialogical pedagogy was chosen as the most relevant approach to realize humanistic literacy, because it is able to integrate cognitive (critical thinking), affective (social empathy), and social (dialogical interaction) dimensions simultaneously in learning practice.

In the context of basic education in Indonesia, literacy is not only understood as the technical ability to read and write, but as a process of developing students' potential holistically that includes cognitive, affective, and social dimensions. The humanistic literacy approach places students as a whole learning subject, by emphasizing personal experiences, human values, and the meaning of the learning process in daily life (Indah, Toyyibah, Budhiningrum, & Afifi, 2022). In Indonesian language learning, this approach has a strategic role because language literacy not only serves to develop linguistic aspects, but also to foster critical thinking skills as an essential competency for the 21st century (Anggraeny & Khongput, 2022; Kurniasari & Setyaningsih, 2020). Through humanistic literacy design, the learning process is directed to encourage students to understand the text reflectively, express opinions argumentatively, and relate learning to the broader social and humanitarian context. Thus, the learning context in Indonesia becomes a relevant and strategic space to apply a humanistic approach from the elementary school level, in order to build a meaningful and sustainable literacy foundation.

Various studies on literacy and learning in elementary schools generally focus on the development of basic literacy (Cahyani, Slamet, & Sudiyanto, 2025; Series, 2025a), Digital Literacy (Nisa, 2025; Series, 2025a), as well as the implementation of a project-based learning model (Series, 2025b; Syahlan, Hidayat, & Hidayat, 2023) or collaborative (Fauzan, 2025).

Although a number of these approaches contribute to improving students' literacy skills, most have not explicitly integrated humanistic literacy approaches with dialogical pedagogy practices as a means of strengthening critical thinking skills and social empathy. The dominant literacy approach still emphasizes cognitive aspects, while the emotional, moral, and dialogical dimensions that are essential for the development of students' character and critical thinking skills are often neglected (Syahlan et al., 2023). In addition, a comprehensive learning model has not been found at the elementary school level that synergizes cognitive skills with empathy, argumentative skills, and ethical communication in the context of meaningful literacy. This condition shows that there is significant research space to develop a humanistic literacy design model based on dialogical pedagogy as a pedagogical innovation in fostering more complete and sustainable critical thinking skills in students from an early age.

This research occupies a strategic position in the development of learning innovations at the elementary school level by proposing a humanistic literacy design model based on dialogical pedagogy in the learning process. This model is not only oriented towards improving critical thinking skills cognitively, but also emphasizes strengthening empathy, dialogical communication skills, and internalizing human values that are in harmony with national education goals (Ismoyoputro, Maemunah, Utami, & Rosita, 2022; Mardiana et al., 2023a; Mardiana, Fauzi, & Asi, 2023b). By integrating academic and moral-affective aspects, this research offers a comprehensive approach that is more in line with the demands of 21st-century education, where intellectual prowess needs to be combined with social sensitivity and the ability to interact ethically. Theoretically, this model contributes to the development of the concepts of humanistic literacy and dialogical pedagogy in primary education; Meanwhile, practically, this research is expected to be a reference for teachers and schools in designing more humanistic, dialogical, and effective learning to form students who are critical, empathetic, and have strong character.

Therefore, this study aims to develop a humanistic literacy design model based on dialogical pedagogy that can be a learning framework in strengthening the critical thinking skills and social empathy of elementary school students. The development of this model focuses on the integration of the process of meaningful literacy with dialogical, persuasive, and empathic interactions as the basis for the formation of a critical mindset with a humanist character. Through this approach, the research is expected to produce a learning model that not only increases students' cognitive capacity, but also fosters empathy, ethical communication skills, and awareness of human values in the learning process. Thus, the main achievement of this research is the creation of an applicative, relevant, and effective model design to support the creation of elementary school students who are critical, characterful, and able to actively participate in the social and academic environment in a positive way.

METHODS

This study uses a descriptive qualitative approach with an exploratory case study design. This approach was chosen to gain a deep understanding of the process, dynamics, and characteristics of the application of dialogical pedagogy in humanistic literacy in language learning at Madrasah Ibtidaiyah. The focus of the research is directed at how the principles of humanistic literacy are operationalized through dialogical interaction between teachers and students in the context of classroom learning. Data collection was carried out through observation, interviews, and documentation. Observation aims to identify the real conditions of language learning in the classroom, especially the interaction patterns of teachers and students, the practice of pedagogical dialogue, and literacy activities that take place during the learning process. Observation activities were carried out for three weeks in the classroom that became the focus of the research and were positioned as exploratory observations to capture the initial portrait of the learning dynamics and pedagogical context being studied. The interviews were conducted in a semi-structured manner to explore teachers' understanding, experience, and practice in applying humanistic literacy-based dialogical pedagogy, as well as their perceptions of students' involvement and responses in the learning process.

This research was carried out in several Ibtidaiyah Madrasahs in the Bogor Regency area. The selection of research locations was carried out purposively by considering the diversity of socioeconomic backgrounds, learning cultures, and learning practices, especially schools that have implemented or begun to develop literacy approaches in the learning process. The research subjects consisted of the head of the madrasah, one Indonesian language teacher who was directly involved in the development of students' literacy, and several students of class V. The selection of the head of the madrasah was based on his strategic role in the management of school policies and programs. Teachers are chosen for their direct involvement in the planning and implementation of literacy-based learning. Class V students were selected with consideration of a relatively more mature level of cognitive development compared to the lower class, so as to be able to provide relevant information related to their learning experiences, involvement in class dialogues, and critical thinking processes.

Data analysis was carried out using the Miles, Huberman, and Saldaña Interactive Analysis Model, which included the stages of data reduction, data presentation, and conclusion drawing and verification. The validity of the data is maintained through triangulation of sources and techniques, as well as member checking of key informants to ensure the consistency and reliability of research findings (Miles, M. B., Huberman, A. M., & Saldaña, J., 2014).

RESULTS AND DISCUSSION

Implementation of Dialogical Pedagogy in Language Learning

The findings of the study show that the application of dialogical pedagogy in humanistic literacy encourages the creation of a more participatory, reflective, and socially relation-oriented learning atmosphere that is meaningful. This finding is in line with the studies of Skidmore (2006) and Teo (2019) who affirm that dialogical pedagogy allows students to build meaning through social interaction, rather than just receiving knowledge transmissively. In the context of basic education, dialogue functions not only as a communication technique, but as a pedagogical mechanism that fosters simultaneous cognitive and affective engagement.

In contrast to conventional literacy approaches that tend to emphasize individual and mechanistic understanding of texts, the practice of dialogical pedagogy in this study shows a tendency to increase students' courage to express opinions and give reasons for their views. This is in line with the findings of Lombardi et al. (2022) who show that a dialogical learning environment contributes to the development of critical thinking through the process of mutual response and collective reflection. Thus, the findings of this study do not stand alone, but rather are comparable and reinforce previous empirical evidence regarding the role of dialogue in the development of critical thinking in language learning.

Qualitatively, the dimensions of teacher example, empathy, and reflective reasoning, which in this study are understood as dialogical pedagogical practices, seem to play an important role in building a psychologically safe classroom climate. One of the teachers stated: "I deliberately did not directly justify or blame the students' answers. I want them to explain their reasons first, even if it's simple." (Teacher Interview, MI-2). This statement shows that teachers position themselves as facilitators of dialogue, not the sole authority of knowledge. This finding is in line with the view of Alexander (2017) that dialogical pedagogy requires teachers to restrain the dominance of discourse and give space to the reasoning process of students.

From the student's side, pedagogical dialogue is also interpreted as a more human learning experience. A Grade V student said: "If you ask me what I think, I will be brave to answer. Even if it is wrong, Mrs. Teacher is not angry." (Student Interview, MI-1) This quote indicates that dialogue serves not only as a cognitive tool, but also as an affective space that fosters a sense of security and self-esteem. This strengthens the argument of Abidin et al. (2025) that humanistic literacy must start from an empathetic pedagogical relationship so that the critical thinking process can develop sustainably.

Field records show that the classroom atmosphere during learning is relatively more fluid than conventional learning practices. In one of the observations, researchers noted:

The teacher gives students time to discuss in small groups. When one student has difficulty expressing an opinion, the teacher approaches and asks questions quietly without interrupting the group discussion. (Field Notes, Day 8 Observation)

This practice shows that dialogical pedagogy works as a micro-mechanism that operationalizes humanistic literacy values, such as empathy, equality, and respect for students' voices. Compared to the findings of Syahlan et al. (2023) which show the dominance of one-way interaction in literacy learning, the results of this study show a more dialogical and reflective approach, although it is still exploratory and contextual.

Overall, the findings of this study are not intended to claim superiority of effectiveness, but rather to demonstrate the consistency and relevance of dialogical pedagogy as a humanistic approach in the context of Madrasah Ibtidaiyah. Compared to project-based or collaborative literacy studies (Fauzan, 2025; Series, 2025), the dialogical approach in this study emphasizes the quality of interaction and social meaning, not just the results of learning products. Thus, the main contribution of this research lies in sharpening the pedagogical dimension of humanistic literacy, especially at the level of classroom practice.

In the practice of dialogical pedagogy based on humanistic literacy, the findings of the study show that the quality of classroom interaction can be understood through the dimensions of ethos, pathos, and logos as a relational interpretive framework. The ethos is reflected in the teacher's pedagogical example and credibility who builds trust through the attitude of respecting students' opinions and restraining the dominance of discourse, so that dialogue takes place equally and meaningfully. Pathos is seen in empathic responses and non-judgmental language, which creates psychological security and encourages the courage of learners to actively engage in the learning process. Meanwhile, logos is manifested through the practice of dialogical reasoning, when learners are encouraged to present reasons, compare views, and relate texts to life experiences. These three dimensions are not understood as persuasive rhetorical techniques, but as pedagogical mechanisms that are interrelated in operationalizing humanistic literacy values, thereby supporting the development of critical thinking and social empathy in learning at Madrasah Ibtidaiyah.

Table 1. Field Findings on Dialogic Pedagogy Practices in Humanistic Literacy Learning

Dialogic Interaction Dimensions	Observed Practices	Impact on Students
Ethos	Example of polite language, appreciation of opinions	Speak up, not be afraid to make mistakes, respect opinions
Pathos	Moral stories, reflections on experiences, empathy	Sensitivity to friends' feelings, empathic communication
Logos	Analytical questions, arguments, logical reasons	Improved critical thinking and reasoning skills

In this study, ethos, pathos, and logos are not treated as classical rhetorical strategies, but as analytical lenses to understand the quality of dialogic interactions that operationalize humanistic literacy in classroom practice.

Changes in Communication Patterns and Student Participation in Humanistic Literacy Activities

The results of the study showed significant changes in communication patterns and student participation levels after the implementation of an dialogic pedagogy based humanistic literacy approach. The change can be seen from the increase in students' courage in taking the initiative to speak, showing stronger curiosity, and the ability to give reasons for their opinions. Students who were previously passive showed gradual progress in conveying ideas, albeit with a simple sentence structure. On the other hand, interactions between students become more empathetic and supportive, characterized by the practice of listening to each other, giving positive feedback, and giving friends the opportunity to resolve opinions. Even in the group of students who initially tend to dominate, there seems to be an awareness to appreciate the turn of the speaker and make room for other friends. The implementation of Humanistic Literacy Based on Dialogic Pedagogy is carried out with syntax: (1) Orientation, (2) Exploration, (3) Elaboration, (4) Application, (5) Evaluation (6) Generalization. The effectiveness trials were carried out in six stages, which included meeting materials, namely:

Table 2. Procedure for Implementing Humanistic Literacy Based on Dialogic Pedagogy for Critical Thinking

No	Stages	Topic	Purpose	Activities
1	Introduction: Onboarding and Introduction	Reading and Understanding Narrative Texts with Humanistic Messages	Relate learning to students' experiences and motivate them to think critically through Indonesian texts.	<ol style="list-style-type: none"> Humanistic Literacy Concept: The teacher explained that learning will focus on understanding texts that prioritize human values, empathy, and effective communication. Stimulus: The teacher provides narrative texts, descriptions, or articles that contain humanistic issues, such as stories about friendship, tolerance, or social justice. Initial Q&A: The teacher asks triggering questions such as: How do you feel after reading this text?, What is the important message of this story?

No	Stages	Topic	Purpose	Activities
2	Exploration: Analysis and Comprehension of Texts	Distinguishing Facts and Opinions in a Short Article	Help students hone their observation skills, distinguish facts and opinions, and ask questions based on the text read.	<ol style="list-style-type: none"> 1. Observe Closely: <ol style="list-style-type: none"> a. Students are asked to read the text carefully. b. The teacher directs the students to take note of the important things found in the text. 2. Distinguishing Facts and Opinions: Teacher gives exercise: Find sentences in the text that are facts and opinions, then explain why. 3. Ask Questions: Students are asked to formulate critical questions based on the text, for example: What is the main character's reason for doing this? What would happen if the characters' decisions were different?
3	Elaboration: Discussion and Reflection	Making a Comparison Between Two Figures	Improve students' ability to make comparisons, connect cause- and-effect, and reason through dialogical pedagogy- based discussions.	<ol style="list-style-type: none"> 1. Making a Comparison: The teacher asks students to compare two characters or situations in the text. Example: "What is the difference in the way of thinking between character A and character B?" 2. Linking Cause and Effect: The teacher asks questions such as: "How do the decisions of the characters in the story affect the ending?" 3. Giving a Reason: Students are asked to explain their opinion about the character's actions with logical reasons, for example: "Is the main character's actions justified? Why?"
4	Application: Problem Solving and Information Preparation	Resolving Conflicts in Stories	Train students to solve problems, organize information, and evaluate	<ol style="list-style-type: none"> 1. Solving Simple Problems: The teacher gives problems from the text, such as conflicts between characters and Students are asked to provide solutions that consider the viewpoints of all parties.

No	Stages	Topic	Purpose	Activities
			options based on text.	<ol style="list-style-type: none"> 2. Compiling Information: Students create a story map that summarizes important events in the text. 3. Evaluating the Options: The teacher asks evaluative questions such as: "Which is better: the decision of character A or character B? Explain your choice."
5	Evaluation: Assessment and Feedback	Evaluating Character Decisions	Measure students' critical thinking skills and their ability to present arguments interpersonally.	<ol style="list-style-type: none"> 1. Process Assessment: Teachers observe students' involvement in discussions, their ability to provide arguments, and the way they value the opinions of others. 2. Product Rating: The teacher evaluates the students' work, such as storyline diagrams, question answers, or written reflections. 3. Individual Reflection: Students write down what they learn from the text, including how this learning helps them think more critically and humanistically.
6	Closing: Generalization and Follow-up	Writing a Short Story with a Humanistic Message	Connecting learning to everyday life and ensuring the sustainability of critical thinking skills.	<ol style="list-style-type: none"> 1. Teachers help students connect the texts they read with their real experiences. Example: "How can you apply the message in this text in your daily life?" 2. Teachers give follow-up tasks, such as writing short stories about humanistic issues they encounter around them.

The learning procedures presented in the table illustrate the systematic implementation of the humanistic literacy model based on dialogical pedagogy to build the critical thinking skills of Madrasah Ibtidaiyah students. Each stage is designed to integrate cognitive, affective, and social dimensions through the practice of empathic and dialogical communication that corresponds to the characteristics of elementary school-age learners (Ford & Hardig, 2024). Overall, this learning flow shows that the design of humanistic literacy based on dialogical

pedagogy is able to create a dialogical, reflective, and empathetic learning space (Khatib, Sarem, & Hamidi, 2013). Structured procedures ranging from stimulus, elaboration, to the production of literacy works are the foundation for the development of students' critical thinking skills. This approach is in line with the demands of 21st-century learning and the goals of Islamic education that emphasize a balance between intellectual, social, and moral intelligence.

Each stage represents a pedagogical function that can be implemented flexibly and iteratively according to the context of the class, time allocation, and needs of students. In practice, one stage can take place in more than one meeting, and conversely, multiple stages can be integrated in a single thematic learning suite. As an exploratory qualitative case study, this study does not aim to quantitatively and continuously measure the improvement of critical thinking skills, but rather to describe the process, dynamics, and characteristics of the application of dialogical pedagogy in humanistic literacy. Therefore, the learning stages in the table are understood as conceptual flows that show how the principles of humanistic literacy are operationalized through dialogue, reflection, and reasoning, rather than as a stand-alone short-term intervention. The findings of this study thus provide an initial insight into the potential of dialogical pedagogy in supporting the development of critical thinking and social empathy, which at a later stage requires long-term implementation for more comprehensive effectiveness testing.

Strengthening Critical Thinking Skills Through Humanistic Literacy Dialogue and Activities

The application of a dialogical approach through dialogic pedagogy strategies, the classroom atmosphere changes to be more open and participatory. Teachers began to provide equal conversation spaces, display examples of polite communication, and give appreciation to every student's opinion. This builds an emotionally safe atmosphere, so that students are more confident in dialogue. In addition, reflective activities and experiential literacy activities also encourage students to connect subject matter with daily life. Small group discussions, open-ended questions, and "experience sharing" sessions become routine in learning activities. Teachers are not only a source of information, but also facilitators and companions in the thinking process.

This transformation of dialogical practice is evident through the increased intensity of students' verbal interactions, the ability to ask more weighty questions, and the ability to respond to friends' opinions in an empathetic and logical manner. Students are not only more active in speaking, but also show improved ability to listen critically, give arguments, and express opinions politely. The classroom atmosphere is transformed into an inclusive, democratic learning space and encourages the growth of a culture of mutual respect.

Table 3. Achievement of Students' Critical Thinking Skills

Critical Thinking Indicators	Sub Indicator	Observed Trends
Observe closely	Students read the text carefully and mark key ideas during the discussion	Appear – Consistent
Distinguishing facts and opinions	Students are able to explain the difference between facts and opinions for simple reasons	Growing
Ask a question	Students ask clarifying questions and "why" questions in dialogue	Growing – Strong
Making a comparison	Students compare the actions of the characters and their consequences	Growing
Connecting cause and effect	Students associate actions with the plot or outcome of the story	Appear
Giving reasons	Students justify their opinions with simple arguments	Growing
Evaluating options	Students discuss alternative decisions and their consequences	Growing – Strong

It can be seen that students' critical thinking skills develop through a learning process that emphasizes dialogical pedagogy based on humanistic literacy. The indicators carefully observe and relate cause and effect show a tendency to emerge and is relatively consistent, which indicates that the learner has been able to make basic observations and understand the flow of events in the text. Meanwhile, indicators distinguish facts and opinions, ask questions, make comparisons, and provide reasons for being in the developing category, some even show a strong growing tendency, especially in the ability to ask questions and evaluate choices. These findings indicate that classroom dialogue that allows for open-ended questions, exchange of views, and simple reasoning plays an important role in fostering students' courage to think reflectively and present reasons for their opinions. Overall, the observed trends show that learners' critical thinking skills develop gradually and contextually, in line with the characteristics of qualitative research that focuses on learning processes and dynamics, rather than on quantitative measurement of improvement.

Dialogic pedagogy allows students to not only understand the text technically, but also to practice communication based on ethos, pathos, and logos, which strengthens the development of reflective thinking skills (Ford & Hardig, 2024). This research adds insight into the importance of integrating humanistic values in literacy design. These results are relevant to be implemented in curricula such as the Independent Curriculum which emphasizes the development of high-level thinking skills. Research confirms that humanistic-based learning is more effective than conventional approaches, as it is able to integrate emotional and moral aspects in learning, making it more relevant to the needs of students in the digital era.

CONCLUSION

This study shows that the application of a humanistic literacy design model based on dialogical pedagogy contributes to strengthening the critical thinking skills of Madrasah Ibtidaiyah students through the integration of ethos, pathos, and logos dimensions that facilitate simultaneous cognitive and affective engagement. Learning that is designed dialogically encourages the creation of a more reflective, empathetic, and participatory learning environment, thereby enabling students to develop reasoning skills as well as social sensitivity in the literacy process. This model is relevant to support curriculum policies that emphasize the strengthening of critical reasoning and noble character, and can be a pedagogical alternative for elementary school teachers in designing literacy learning that is more humanistic, communicative, and meaningful. Further research is recommended to focus on the long-term retention and generalization of these critical thinking skills across subjects, or on the development of specific teacher training modules to support the application of dialogical pedagogy models in learning practices.

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