



Multiliteracy Careful Reading Model Based on 21st Century Skills in Primary Schools

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Abstract: Reading comprehension skills are one of the language skills that are often used in learning and everyday life, the reading comprehension skills of students in a classroom must be very diverse and can be categorized into three groups, namely students who have high, medium, and low reading comprehension skills. For students to have an optimal reading comprehension skill it is necessary to apply innovative learning, one of the alternatives is the use of a learning model. 21st-century skills are skills that students in the 21st century must-have, as for these skills, namely communication skills, collaboration, critical thinking, and creative and innovative thinking. Multiliteracy careful reading model is a model that can be used to optimally improve reading comprehension skills. The purpose of this study is to describe the application of the careful reading model in reading comprehension learning, as an effort to encourage the development of 21st-century skills in elementary schools. This research uses a descriptive qualitative method. Data collection was carried out using a literature review. The results of this study can be concluded that the multiliteracy careful reading model in reading comprehension learning have learning stages that can accommodate 21st-century skills development.

Keywords: reading comprehension, 21st-century skills, multiliteracy careful reading model

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INTRODUCTION

Education is one of the needs of children (Rahman, 2018). Through education, humans increase their potential, increase their abilities or skills, and increase their insight or experience. Education in Indonesia is divided into several levels, namely SD (Elementary School), SMP (Junior high school), and SMA (Senior High School). Elementary school education is a basic stage of education that has an important role in developing all the potential that exists in children. Elementary school age is the age of development, so at the elementary school level, it is emphasized on activities that aim to hone student skills.

Language skills are skills that must be developed in students. Language skills are intended so that students can communicate, associate with the public community, and obtain information from the surroundings. Language skills are found in one of the most important subjects, namely Indonesian language subjects.

Indonesian language subject is one of the main subjects in school. In learning activities

at school, especially in elementary school. Students are required to master four language skills, namely, reading, writing, speaking, and listening (Rahman, Widya, & Yugatiati, 2019). Of the four skills that have been described, the author chooses reading skills as the main focus in this research. This is because reading is an effective way to gain knowledge. Reading activity is an activity that is easy to do. In these activities, techniques are used for reading.

21st-century education has experienced a paradigm shift, education is guided so that students have 21st-century skills, namely communication skills, collaboration, critical thinking, and creative and innovative thinking (P21,2008). These competencies are known as 4C competencies. The 21st century is marked by the increasingly rapid development of science and technology (Rahman, Sopandi, & Widya, 2018), information that is easily accessible and widely spread (Rahman & Sakti, 2018) (Rahman), people are required to be a human being who is perceptive to the current development. According to Rahman (2018), 21st-century education is education that is oriented towards producing a young



generation who are competent to think, competent at work, competent in life, and competent in mastering the tools for work. The most effective and easy learning activity to do is through reading. People who like to read will get new knowledge that will help them facing era development. This is strengthened by Aswinarko (2012, p. 59) argues that reading is a means of absorbing information, and studying the world so that humans can expand knowledge, explore written messages with reading activities.

Based on the description above, it is clear that reading is very important and most effective activity in gaining knowledge, reading skills should receive special attention from teachers, especially at the elementary school level. Students in elementary schools must have good reading skills. cultivating reading habits is considered an easy way so that student's reading skills develop well.

According to Rahman (2020), reading is a complex skill. In line with that, according to Abidin (2012b, p. 7), he states that the ultimate goal of reading is to gain an understanding of the content of reading material, meaning that understanding is an important thing in reading. However, the reality in schools is that there are still many students who can read fluently but still have difficulty understanding the contents of the reading material.

The reading comprehension skills of students in a classroom must be very diverse and can be categorized into three groups, namely students who have high, medium, and low reading comprehension skills. For students to have optimal reading comprehension skills, reading comprehension learning should be designed innovatively according to the student's needs. One alternative is the use of learning models, many learning models can be applied to maximize reading comprehension skills.

Learning models or methods are guidelines for educators in the implementation of the teaching and learning process (Rahman, 2017). The reading comprehension learning

method to be analyzed is the multiliteracy careful reading method. The multiliteracy careful reading method is a method of learning to read that is done repeatedly so that students gain an understanding of the meaning in the text. Multiliteracy is a term used to combine different types of literacy (Rahman, 2018).

METHOD

The method used in this research is the literature study method. Information and data were obtained from the results of reviewing various journals related to this research problem (Nazir, 2013). According to Komariah and Satori (Komariah & Satori, 2011), a literature study is a research method that begins with the views of experts in the form of writing references from books, journals, and other scientific works. So, it can be concluded that the literature study is research methods that seek research sources from the results of several literature studies related to the problems raised by the researcher.

This research was conducted by presenting the results and discussion in the form of descriptions, namely describing the solution to the problem of reading comprehension by describing the stages of the multiliteracy careful reading model and analyzing the relationship between the stages of the multiliteracy careful reading model in reading comprehension skills based on 21st-century skills development.

RESULT AND DISCUSSION

Multiliteracy Careful Reading Model

According to Abidin (2015, p. 152), careful reading activity is an activity to analyze the text in depth to get three levels of understanding, namely literal, inferential, and evaluative understanding. This method applies repeated reading activities for students to gain an in-depth understanding of the content of the text. The purpose of this method is to equip students with the ability (1) to read analytically on literal text content, (2) to respond to the meaning of the text, and (3) to evaluate the contents of the evidence presented in the text.

Abidin (2015, pp. 152) said that careful reading is a reading activity to get a deep understanding of the contents of the text. This understanding is obtained from thinking activities. Therefore, careful reading is a systematic activity in analyzing text to gain a deeper understanding. Careful reading requires readers to find inferential and evaluative understandings.

The stages of the learning process in reading comprehension using a multiliteracy careful reading model are divided into three stages, namely the pre-reading, reading, and post-reading stages. The pre-reading stage of the activities carried out are (1) selecting the text, at this stage, the teacher selects the text according to the student's abilities, (2) create guiding questions, The teacher arranges several questions related to the text, (3) generating schemata, at this stage the teacher introduces the contents of the text that students will read by linking the student's prior knowledge, (4) write predictions, at this stage the students make a list of things they want to know based on the content of the text.

Afterward, the reading activity stage carried out is, (1) first round of reading, to determine the answer from the list of things they want to know based on the contents of the text that the students have made, (2) understand the text, at this stage the teacher guides students to discuss to find information in the text. The results of the discussion activities are written in summary form., (3) sharing information, the teacher guides students to share information with their friends in other groups, (4) second round of reading, at this stage the students read to gain a deeper understanding of the text, (5) studying the text, the teacher guides students to find the information implicitly contained in the text, (6) communicating the results, students have a conversation with other students to discuss the results of the study. Based on the results of these activities students are expected to be able to get an

inferential understanding of the content of the text., (7) third round of reading, at this stage the teacher assigns students to read to obtain evaluative meaning for the content of the text, (8) perform text analysis, the teacher guides students to analyze and find the deep meaning of the text. Finally, in the post-reading stage, its activity is that students respond to text content through a written product that describes the student's ability to find the essence of information from the text.

21st Century Skills

Learning in formal schools is required to develop 4C skills (Critical Thinking, Communication, Collaboration, Creativity), This can only be realized, not only demanding on the performance of teachers in changing their teaching methods but also the role of non-formal educators in habituating the children to implementing 4C in their daily lives. (Prihadi, 2017). Every student must master and possess 4C skills to face the challenges of the 21st century. The 4C abilities put forward by P21 (Partnership for 21st Century Learning) are as follows.

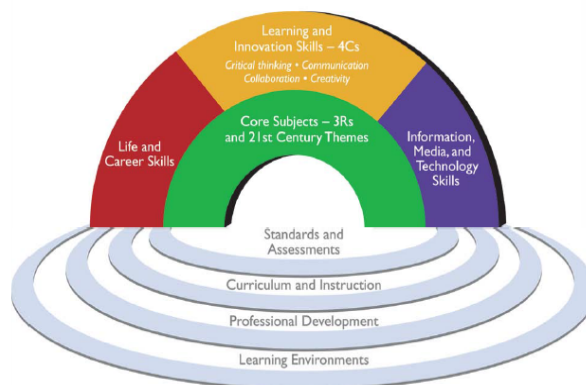


Figure 1. Framework 21st century learning

Critical thinking is the ability of students to think critically in the form of reasoning, analyzing, and solving problems. The below explains the differences in several taxonomies according to (CCR, 2015), described from a low level of understanding to a higher level of understanding (analysis, synthesis, evaluation, etc.)

Table 1. Evolution of Taxonomies Source (CCR, 2015)

Taxonomies of Educational Objectives



Bloom (1956)	Anderson & Krathwohl (2001)	Marzano & Kendall (2006)	PISA (2000)
Evaluation	Create	Self-system Thinking	Communicate
Synthesis	Evaluate	Metacognition	Contruce
Analysis	Analyze	Knowledge	Evaluate
Comprehension	Apply	Utilization	Integrate
Knowledge	Understand	Analysis	Manage
	Remember	Comprehension	access
		Retrieval	

Collin (2014) in (Zubaidah, 2018) suggests several ways that teachers can train and develop student's critical thinking skills, namely applying HOTS in learning activities, conducting discussions on a class scale, providing Scaffolding, that is to say, teachers encouraging students to understand concepts and giving students opportunities to learn independently, providing concepts explicitly, students are trained to connect the concepts of the material being studied and used as material for questions and train HOTS in an ongoing manner.

Communication is an individual skill to voice the ideas he has in his mind to other individuals properly, can be understood, and is in context (Rahman, Sopandi, & Widya, 2018). To develop communication skills in the classroom, you can use a learning model that emphasizes students to be actively involved and student-centered learning. Trilling and Fadel (Zubaidah, 2018) explain that there are several strategies teachers can do in building 21st-century communication skills.

1. Teach students how to convey thoughts and ideas verbally, in writing, and non-verbal communication skills.
2. Teach students how to listen actively and effectively in interpret and understand the meaning when communicating.
3. Teach students how to use communication for various purposes.
4. Teach students how to use technology and media, and how to assess the effectiveness and impact of the technology.

5. Provide training for the students on how to communicate effectively in different environments, including the use of various languages.

Collaboration is the ability to work together, synergize with various parties, and be responsible for oneself, society, and the environment. Thus, he/she will be useful for the environment. Zubaidah (2018) suggests various strategies that teachers can do to build collaborative skills in learning.

1. Teach how to work in a team with respect both physically and psychologically.
2. Teaches to compromise so that goals benefit all parties.
3. Train students to be responsible and cooperate with the team.
4. Teach students to respect each other's ideas and contributions from each team member.
5. Applying the five principles of cooperative learning, namely individual accountability, equal participation, positive dependence, group processing, and simultaneous interaction in developing collaborative skills.

Creativity is the ability to produce something new (Piaw, 2010). The creativity of students needs to be developed every day to produce innovations for the world of education. Below is a table of various levels of creative skills that can be done in classroom learning (CCR, 2015) .



Table 2. Examples of Creativity at Different Levels Source (CCR, 2015)

Level of Creativity	Definition	Classroom Example
Imitation	Creation by identical replication. This is a foundational skill, and is often the starting point for more creative tasks	Memorize and Excerpt of a piece of literature and perform it aloud in class
Variation	Creation by varying a particular aspect of the work, and imitating the rest exactly	Rewrite a sentence from a piece of literature with the same grammatical structure, by changing the subject matter and vocabulary
Combination	Mixture of two or more works into one, new work	Create a rube Goldberg machine out of the simple machines learned in class
Transformation	Translation of an existing work into a different medium or representation	Create a timeline of historical events based on class note that separates political
Original Creation	Creation of a new piece of work that is only very distantly, if at all, related to previous works	Write a short story

Kivunja (2014) suggests several skills related to creativity that can be developed in learning, including solving problems in everyday life, having an open mind and curiosity, utilizing their abilities to analyze, evaluate, elaborate and create, and being able to use various creative thinking strategies such as SWOT analysis, mind mapping, word association, and lateral thinking to express new ideas or ideas.

Multiliteracy Careful Reading Model Based on 21st Century Skills

Pre-Reading

1. The teacher compiles several questions related to the text; at this stage, the teacher compiles several guiding questions related to the text used by students.
2. Generating schemata, at this stage the teacher introduces the contents of the text that the students will read by connecting it to the student's prior knowledge. The teacher links the content of the text that will be read by students with the student's prior knowledge. This stage will accommodate the development of the student's critical thinking skills. Students are required to connect the contents of the text that will be read by them with their initial knowledge.

3. Writing down predictions, at this stage students make a list of things they want to know based on the content of the text. This stage accommodates the development of critical thinking skills, students are assigned to make a list of things they want to know based on the content of the text.

Reading

1. The first round of reading, to determine the answer from the list of things they want to know based on the contents of the text that the students have made. This stage accommodates the development of critical thinking skills, students must find answers from the list of things they want to know that they have compiled.
2. Understand the text, at this stage, the teacher guides students to discuss to find information in the text. The results of the discussion activities are written in summary form. The teacher's guidance is by opening discussions on a class scale, This stage accommodates student's critical thinking skills, in line with Collin's in (Zubaidah, 2018) explain the steps that teachers can take to develop student's critical thinking skills are to do question and answer and discussion on a class scale and accommodate student's communication skills, this is in line with



the opinion of Trilling dan Fadel in (Zubaidah, 2018) suggesting strategies that teachers can do in building communication skills is to teach students how to listen actively and effectively to be able to interpret and understand the meaning when communicating.

3. Sharing information, the teacher guides students to share information with their friends in other groups. At this stage the students carried out the question and answer activities, this stage would accommodate the development of student's communication skills, This is in line with the opinion of Trilling and Fadel (Zubaidah, 2018) explaining that one of the strategies that teachers can do to develop communication skills is to teach students how to convey thoughts and ideas verbally, in writing, and non-verbal communication skills, and accommodating the development of collaborative skills, this is in line with Zubaidah's (2018) opinion that one of the ways teachers can develop collaborative skills in learning is to teach how to work in teams with respect both physically and psychologically.
4. In the second round of reading, at this stage, the students read to gain a deeper understanding of the text. This stage accommodates the development of critical thinking skills, students are required to understand more deeply the content of the text that they read.
5. Studying the text, the teacher guides students to find the information implicitly contained in the text. This stage accommodates the development of critical thinking skills, students are required to find information that is implicitly contained in the text.
6. At this stage the students carried out the question and answer activities, this stage would accommodate the development of student's communication skills, This is in line with the opinion of Trilling and Fadel (2009) (Zubaidah, 2018) explaining that one of the strategies that teachers can do to develop communication skills is to teach students how to convey thoughts and ideas verbally, in writing, and non-verbal communication skills, and accommodating the development of

collaborative skills, this is in line with the opinion of Zubaidah (2018) that one of the ways that teachers can do to develop collaborative skills in learning is to teach students to respect each other's ideas and contributions from each team member.

7. In the third round of reading, at this stage, the teacher assigns students to read to obtain evaluative meaning for the content of the text. This stage accommodates the development of critical thinking skills, students are required to obtain evaluative meaning for the content of the text.
8. Perform text analysis, the teacher guides students to analyze and find the deep meaning of the text. This stage accommodates the development of critical thinking skills, students are required to analyze and find deep meaning in the text.

Post-reading

Students respond to text content through a written product that describes the student's ability to find the essence of information from the text. Students are assigned to write down the essence of the information contained in the text, this stage will accommodate the development of student's creative thinking skills, This is in line with the opinion of Kivunja (2014) that one of the skills related to creativity that can be developed in learning is that students can use creative thinking strategies such as lateral thinking to express new ideas, and accommodate the development of communication skills, this is in line with the opinion of Trilling and Fadel (2009) in (Zubaidah, 2018) explaining that one of the strategies that teachers can do to develop communication skills is to teach students how to convey thoughts and ideas verbally, in writing, and non-verbal communication skills.

CONCLUSION

Most of the information and knowledge are presented in written form, therefore optimal reading comprehension skills are required. Reading comprehension learning is applied to the higher class of the elementary school. Education in the 21st century is guided to make students have critical thinking skills,



creative thinking skills, communication skills, and collaboration skills or known as 4C. A learning model that can optimize reading comprehension skills and accommodate the cultivation of 21st-century skills is needed. Based on the analysis process between the stages of the multiliteracy careful reading model with reading comprehension learning based on 21st-century skill development, it can be concluded that the multiliteracy careful reading model is one model that can be applied to optimize student's reading comprehension skills and accommodate the development of 21st-century skills.

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