

Implementation of Multiliteracy in Elementary School

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Abstract. The implementation of the Merdeka curriculum aims to give teachers the freedom to create quality learning which can be adapted to the needs and learning environment of their students. This is in line with the implementation of multiliteracy because it answers the challenges of 21st century skills, where 21st century skills require balanced knowledge and skills. as the basis for quality human resources in an era that is always developing. This research is motivated by the students' ability to master technology and language literacy, especially regarding reading and writing critically and creatively when learning Indonesian. This is important to pay attention to because if students still lack mastery of technology and language literacy then the application of multiliteracy will be difficult and 21st century skills will not be achieved and this will result in poor quality human resources. This research aims to find out and describe how the implementation of multiliteracy in elementary schools is going well or vice versa, and see what factors support whether or not the implementation of multiliteracy in elementary schools is implemented. The research method used is a descriptive qualitative approach by collecting data through observation, interviews and documentation. Meanwhile, data analysis uses data reduction techniques, data presentation, and drawing conclusions. Based on the research results, it can be concluded that the application of multiliteracy in elementary schools is very important for students, even though it has not been implemented optimally, teachers always try to make the application of multiliteracy better than before. Supporting factors for the implementation of multiliteracy to run well are teacher ability, student interest in learning, and adequate facilities.

Keywords: Implementation of Multiliteracy, Elementary School.

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INTRODUCTION

Curriculum comes from the words curir and curere, originally curriculum was used in the world of sports for the first time in ancient Greece. In Indonesia, the curriculum has undergone several changes. The curriculum in Indonesia is named according to the year it comes into effect. In 1950 there was an elementary school curriculum called "Decomposed Lesson Plans". In 1960 the "Primary School Obligatory Learning Curriculum" appeared. In 1968, the "1968 Curriculum" was known as a replacement for the "1950 Curriculum". Then in 1970 the "Numeracy Curriculum" appeared, replaced by modern mathematics lessons. In 1975 it was called the "1975 Curriculum" which focused on mathematics lessons and Pancasila Moral Education and Citizenship Education. In 1984, the 1975 Curriculum was refined with "Active Student Learning Methods" (CBSA). In 1991 CBSA was discontinued and then the "1994 Curriculum" appeared. In 2004, the "Competency Based Curriculum" (KBK) was known. In 2006 the "Education Unit Level Curriculum" (KTSP) appeared. 2013 which is called "2013 Curriculum". And finally in 2022 which is called the "Independent Curriculum".

With changes in the curriculum from time to time, from year to year this certainly has a clear basis. This curriculum change is of course to improve and develop the previous curriculum in order to improve the quality of national education in the future in order to create a country with quality human resources and able to compete with developed countries in the world. With the improvement and development of the curriculum, educators and education staff must be ready to implement the new curriculum and now the curriculum is called the Medeka curriculum, this curriculum will also answer the challenges of the 21st century.

Mardhiyah, et al (2021) explain that the existence of the 21st century is marked by the era of industrial revolution 4.0, which in the 21st century will be the century of openness or the century of globalization. At this time, Indonesia has entered and is even currently underway in the

era of industrial revolution 4.0 which is believed to open up employment opportunities and wider and more employment opportunities and make human work faster, easier and with satisfactory results. It can be interpreted that human life in the 21st century is experiencing many changes and this century also requires quality human resources in all efforts and work results. Changes in this era cannot be denied by anyone. As is known, in the 21st century, things have changed completely in terms of society, the environment and also in everyday life. The changes that occur very quickly and if done well will produce good fruit too. Some examples of this very rapid change are in the field of information technology and in the field of digital technology, especially with the existence of social networking or what is often called social media which is no longer used by all groups regardless of caste or rank. Apart from that, the 21st century is also known as the industrial age "industrial age" and also the "Knowledge age" era of knowledge, in this case all efforts to master skills through self-habituation and also fulfilling life's needs in various ways are based on knowledge.

Susilo & Gita (2018) explain that in line with world developments regarding the meaning of education, education is faced with a number of increasingly difficult challenges. Education should be able to produce human resources who have complete competence. In contrast to several decades ago, human resource competencies today are more focused on thinking and communicating competencies. Thinking competency means that human resources are expected to have the ability to communicate in order to work together and convey critical and creative ideas.

Improving the quality of human resources through educational pathways starting from primary and secondary education to tertiary institutions is the key to being able to keep up with developments in the Industrial Revolution 4.0 (Lase 2019). This 21st century learning applies creativity, critical thinking, cooperation, problem solving, communication skills, social skills and character skills. Skilled in solving problems means being able to overcome the problems they are facing. In the teaching and learning process, if students can solve these problems, it means the students can think critically. Where everything will be related to each other. The 21st century is also characterized by the abundance of (1) information that is available anywhere and can be accessed at any time; (2) increasingly faster computing; (3) automation that replaces routine jobs; and (4) communication that can be done from anywhere and anywhere (Litbang Kemdikbud, 2013).

Human resource development must always be upgraded every year and must also be able to keep up with existing developments, in order to be able to be highly competitive. The progress of a nation depends on the quality of the nation's Human Resources (HR). Quality human resources are one of the main assets in the progress of a nation in the fields of economics, science and technology, politics, culture and national character (Mulyani, 2020).

Education is an effort to develop the human potential of students, both physical and creative as well as initiative so that this potential can function in everyday life (Komara, 2018; Kristiawan et al., 2018; Sugiarta et al., 2019). Education is also said to be a keyword in every effort to improve the quality of human life, where it has a role and object to humanize humans (Haderani, 2018; Hasbullah, 2015; Lazwardi, 2017).

In education, of course there will be a long process to achieve the goals of education, one of these processes is the learning process. Learning is a process carried out by individuals to obtain a new change in behavior as a whole as a result of the individual's own experience in interaction with the surrounding environment (Kumar Basak et al., 2018; Nasrulloh & Ismail, 2018; Smith et al., 2020). Learning is also defined as a learning system or process that is planned, implemented, evaluated systematically so that students can achieve learning goals effectively and efficiently (Faizah, 2017; Fakhurrrazi, 2018).

There are various kinds of learning methods and models that are applied so that learning can be carried out optimally. One way to maximize the learning process is by implementing literacy. Literacy is the use of social, historical and cultural situational practices in creating and interpreting meaning through text (Hess, 2015; Hidayat et al., 2018).

Selayani & Gede (2022) Nowadays, especially in primary school education, six literacies are implemented, namely reading and writing literacy, numeracy literacy, scientific literacy,

digital literacy, financial literacy, and cultural and civic literacy. These six literacies are also called multiliteracies. Multiliteracy is a new paradigm in the world of education, especially in literacy learning. Literacy learning has a big impact on the emergence of the concept of multiliteracy. The concept of multiliteracy emerged because humans not only read or write, but they read and write in certain genres which involve social, cultural and political goals which are demands of the era of globalization, so this is the basis for the birth of multiliteracy in the world of education (Dafit, 2017; Nopilda & Kristiawan, 2018).

Multiliteracy learning refers to multicontext, multimedia and multicultural aspects. Multiliteracy refers to multicontexts because multiliteracy skills influence not only one context, but also different contexts, both situational contexts and scientific contexts. Multiliteracy in relation to multimedia means that literacy is learned not only through the use of one type of media, but through various media from conventional media to digital media. Multiliteracy also refers to multiculturalism. This concept of literacy is in line with the concept of critical literacy, where a text is not considered immoral. A written text is influenced by the author's disposition towards certain cultural dimensions.

The most important thing in multiliteracy learning is implementing all components of the multiliteracy model, namely: 1) Learning objectives so that students know the direction and purpose of their learning; 2) Important questions before carrying out the learning process with the aim of being a guide in the learning process and increasing student motivation during the learning process; 3) Learning stages that can be adapted from the stages given by experts, according to the teacher's creativity; 4) Diverse learning sources, such as students' prior knowledge, books, texts, images, videos, libraries, the environment around students. This requires the availability of various learning resources that support the creation of a quality learning process; 5) It is hoped that the learning assessment used is an authentic learning assessment; 6). Another component concerns students' critical and creative thinking abilities, as well as the ability to collaborate and communicate well with teachers, peers and the surrounding community.

With multiliteracy learning, students can optimize language skills so that critical thinking, conceptual understanding, collaborative and communicative competencies emerge and produce products that create learning situations and are useful in creating conditions for inquiry-based learning and integrative thematic learning for elementary school students (Maesaroh & Muzayyin, 2022 ; F. A. Rahman & Damaianti, 2019)

Based on the explanation above, the researcher is interested in conducting research with the research title "Application of Multiliteracy in Elementary Schools". This is interesting to research in order to see how multiliteracy is currently implemented in elementary schools and whether there are supporting factors that make the implementation of multiliteracy work well.

METHOD

In accordance with the problem to be studied, this research uses a descriptive qualitative approach. Because the research that will be carried out is intended to describe research findings in a real and comprehensive manner. Karmanis and Karjono (Amalia, 2022) state that qualitative research is scientific research which aims to understand a phenomenon in a natural social context by prioritizing the process of in-depth communication interaction between the researcher and the phenomenon being studied. This research uses a descriptive method or qualitative approach because the problems that will be discussed in this research are not related to numbers, but describe, explain and illustrate how the implementation of multiliteracy in elementary schools has gone well or vice versa, and looks at what factors which supports whether or not the implementation of multiliteracy in elementary schools is implemented.

This research data was collected through several techniques, namely observation, interviews, documentation. In the interview technique, researchers conducted interviews with several class teachers to obtain the desired data in a comprehensive and in-depth manner regarding the application of multiliteracy in elementary schools and the supporting factors for the application of multiliteracy. The interview guide contains questions that will be given to teachers and is related to the application of multiliteracy in elementary schools as well as supporting factors for the application of multiliteracy. The interview used was a semi-structured interview,

this interview was conducted with open questions, but there were limitations to the theme and flow of conversation. The aim of this type of interview is to find problems more openly. In conducting interviews, researchers need to listen carefully and note down what is stated by the informant (Winarni, 2018).

RESULTS

The results of the research that has been carried out, it was found that the implementation of multiliteracy in elementary schools is very important for students and has gone well even though it is not perfect. The implementation of multiliteracy has supporting factors so that the implementation of multiliteracy runs well in elementary schools, namely teacher ability, student interest in learning, and adequate facilities. This is evident from the existence of several studies that support the application of multiliteracy learning in learning process activities in various subjects in elementary schools. As in Yuliati and Budi's (2022) research entitled "Effectiveness of the Multiliteracy Learning Model on Elementary School Students' Scientific Literacy Abilities" it is known that the multiliteracy learning model has an influence on the scientific literacy abilities of elementary school students, it is proven that there is a significant (real) difference in effectiveness between use of multiliteracy models and conventional methods to improve students' scientific literacy skills.

Then in Dafit's (2017) research entitled "The Effectiveness of Elementary Students' Creative Writing Ability Using the Multiliteracy Learning Model" it was discovered that the multiliteracy learning model had an influence on the writing abilities of elementary school students. It was proven that the average writing ability score of students who learned through the multiliteracy learning model was 9.04. Meanwhile, the average writing ability score for students who did not use the multiliteracy learning model was 7.38.

As with Indonesian language lessons, in Islamic Religious Education subjects, multiliteracy learning is also useful in improving student learning outcomes. This is proven by research from (Uun Nani, 2022) with the title "Efforts to Improve Student Learning Outcomes Using the Multiliteracy Learning Model in Class III Elementary School Islamic Religious Education Lessons". From the results of this research, it was concluded that student learning outcomes were increasing. In cycle III, student learning outcomes reached the target set by researchers, namely 80%.

Likewise, research conducted by (Dafit et al., 2018) with the research title "Effectiveness of Multiliteracy Learning on Primary School Students' Critical Thinking Ability on Ecosystem Material". This research discusses the usefulness of multiliteracy learning for elementary school students' critical thinking abilities in science learning. The results found from this research were that the critical thinking abilities of students who learned through multiliteracy learning were more effective than students who learned through the lecture learning method.

DISCUSSION

According to Abidin (2015), according to Yunus Abidin, the meaning of "multiliteracy" is the skill of using various ways to express and understand ideas and information using conventional text forms as well as innovative texts, symbols and multi-models. Multiliteracy is any form of tool used by students to generate and obtain students' understanding and skills in learning material.

Untari (2017) stated that multiliteracy is related to multicontext, multimedia and multicultural. Multicontext, this skill does not only relate to one context but also various contexts, both situational contexts and scientific contexts. Situational context is a context outside the text that can be used to understand the content of the text. The scientific context means that the texts studied are texts that do not only refer to various fields of science, so that multiliteracy skills are cross-disciplinary or cross-curriculum. Multimedia, this means that literacy is not only studied using one type of media but a variety of media, both conventional and digital media. Apart from that, multiliteracy is also related to multicultural, this concept is in line with the concept of critical literacy which views a text as non-cultural. A text that is composed is influenced by the author's disposition towards certain cultural dimensions.

According to (Rahmasari et al., 2023) Multiliteracy learning is a new paradigm in literacy learning. Basically, multiliteracy learning teaches students to be competent in various forms of literacy, including visual literacy, digital literacy, information literacy, media literacy and critical literacy. This means students not only learn to read and write with traditional printed texts, but also use images, graphics, audio, video, and other interactive media to understand and convey information.

In (Prihatini & Sugiarti, 2020) it discusses multiliteracy learning, saying that multiliteracy learning can be defined as a learning design that utilizes various forms and sources of information. The aim of utilizing various forms and sources of information in learning is so that students not only have good abilities in processing the various information obtained, but are also good at understanding it and thinking critically about the similarities, differences, and even the truth that exists in this variety of information.

The explanation according to (Agustina et al., 2019) states that multiliteracy is organized into real-life education-based learning through the use of various learning media that are relevant to life contexts and develop critical thinking. The aim is to create student characters who can carry out various roles in life, both at school, at work and in society.

According to (Puspita, 2019) The multiliteracy learning model encourages students to be active and discover new experiences in the learning process. With multiliteracy learning find ways to facilitate effective learning in the classroom. Multiliteracy learning provides a means to provide new experiences that better align with the diversity of social practices, interests, and experiences that students bring to the classroom and encourage continued participation in classroom literacy learning. In general, it is known that multiliteracy learning involves understanding how messages and meanings can differ in various cultural and social contexts. This is useful for students to differentiate, recognize and analyze meaning conveyed through images, symbols, visuals and other media representations. They are also taught to consider different perspectives and develop critical skills in understanding messages conveyed through the media.

Multiliteracy learning based on the explanations above has gone well and made learning effective in elementary schools, this is due to the supporting factors of teachers who provide interesting teaching through fun learning by providing methods, models and media that make students interested. learning, then students' interest in learning also influences it because if students have a high interest in learning then multiliteracy learning will be delivered well, then if the school facilities and infrastructure support it, it will further support multiliteracy learning to run well and students will also be more enthusiastic. This is in line with the results of interviews by Selayani & Gede (2022) where the results of the interview were that multiliteracy learning in elementary schools is very rarely implemented due to several factors such as teachers' lack of understanding about multiliteracy learning, lack of facilities and infrastructure and teachers finding it difficult to choose appropriate learning media. with multiliteracy learning. Not only that, teachers also have difficulty determining the right learning model to implement multiliteracy-based learning. Students' interest in learning has also begun to decline due to the transition from online to offline learning so that multiliteracy learning is considered difficult to implement even though multiliteracy learning is very important in the students' learning process.

This is in line with research conducted by Kartikasari (2022) entitled "Supporting Factors and Inhibiting Factors for the School Literacy Movement" and obtained results based on the Indonesian government's School Literacy Movement. The government is seriously working on the School Literacy Movement in order to foster lifelong learning habits through reading. Both encouraging and discouraging elements have an impact on the school literacy movement. The school principal's strong dedication in implementing the School Literacy Movement is one of the supporting variables, along with the role of teachers and students in making the movement a success and other specific aspects of the school. 3) There are sufficient funds available to purchase books for the library. The large number of books that must be provided in the library is one of the obstacles. 2) Children's enthusiasm for reading is very minimal; 3) Parents don't participate much.

In line with the findings above, several previous studies that are relevant to this research are as follows. First, research on the School Literacy Movement Based on Multiliteracy Learning, a 21st Century Education Paradigm, which states that multiliteracy learning carried out in schools

is still at the habituation and development stage, which has been carried out since 2016 (Nopilda & Kristiawan, 2018; Wiratsiwi, 2020).

Other research regarding the Influence of Multiliteracy Learning Models on Elementary School Students' Reading Ability states that multiliteracy learning models have an influence on elementary school students' reading abilities (Dafit, 2017; Ginanjar & Widayanti, 2018).

The results of previous research on the Multiliteracy Approach Learning Paradigm in the 21st Century, namely that the application of multiliteracy learning can form multitasking individuals (Hadiyanto et al., 2020; Nurcaya et al., 2022). Apart from that, the results of previous research on the influence of multiliteracy-based learning on critical thinking abilities stated that there was an influence of multiliteracy-based learning on critical thinking abilities (M. A. Rahman et al., 2022; Rosidah, 2018).

Then, the results of similar research on the effectiveness of multiliteracy-based learning models for improving elementary school students' creative writing skills show that there are differences in creative writing skills between students who use literacy-based learning models and students who do not use literacy-based learning models (Puspita, 2019; Sutisnawati et al. al., 2022).

Based on the latest research from previous research, there has been no research that analyzes the need for multiliteracy-based learning in elementary schools and its supporting factors. This research is considered feasible to carry out because through analyzing the needs for multiliteracy-based learning in elementary schools and the supporting factors, results will be obtained regarding the current conditions of multiliteracy-based learning and with these conditions appropriate learning needs will be analyzed to improve and make multiliteracy-based learning activities more effective in elementary schools.

CONCLUSION

The conclusion of this research is that the implementation of multiliteracy in elementary schools has been implemented well even though it is not perfect and uses what is available, but teachers always try their best to provide good multiliteracy learning, then the supporting factor, namely teacher ability, is the most important factor because if the teacher provides good learning good and enjoyable, then learning will be well received, the next thing is that students must have a high interest in learning because with that everything the teacher gives will be well received and multiliteracy learning will be carried out as it should, and lastly, the facilities and infrastructure must be supportive, especially in in terms of technology because multiliteracy learning really requires technology that keeps up with the times, so that students will always get good multiliteracy learning.

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