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Portrait of Multiliteracy Learning in Elementary Schoool Students

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Abstract. This study aimed to describe the portrait of multiliteracy learning in elementary school students in the Bandung. The research data were obtained from giving questionnaires, interviews, and observation. The urgency of this research was the evaluation of teacher competence in planning, implementing and evaluating learning. The results showed about learning preparation that was found in the high category, learning implementation that was found in the medium category, the assessment that was found in the very high category, and professional development that was found in the low category. The results of observations of teacher and student activities that occurred during the learning process showed multiliteracy activities. The researcher obtained read and write literacy activities at 60%, numeracy literacy at 50%, scientific literacy at 40%, cultural literacy at 40%, technology literacy at 20%, and communication literacy at 20%. These results indicated that multiliteracy learning was still lacking, and it needs to be improved.

keywords: Multiliteracy, Planning Competence, Applying and Evaluating, Primary School

INTRODUCTION ~ School is the main place where cognitive abilities are formally cultivated, continuously tested, and socially validated (Bandura, 1989). The classroom environment contains many potential influences on students' abilities, such as the amount and type of teacher attention, the nature of the assignment, and the social environment. These factors act together to give students information about how well they are learning which is then used by them to adapt and realign their knowledge for further learning. Teachers influence the ability of their students when teachers do teaching and learning in shaping the classroom atmosphere and providing efficacy information through social persuasion (formal and non-formal evaluation and feedback), mastery experiences (activities they plan, and how they define the success in those activities), and representative experiences (giving exemplary students, both adults and peers). More specifically, teachers can develop students' abilities by providing challenging tasks and meaningful activities that can be mastered, setting proximal and specific learning goals, offering support and encouragement, providing accurate feedback about performance, progressing, personal attributes, and becoming a role model (Pajares & Schunk, 2001; Schunk & Meece, 2006).

Today, literacy education continues to develop in the era of information and technology to meet the demands of life that continue to increase in the twenty-first century. Many changes have taken place in countries in the world, especially in the Education sector. The Purpose of Education in a curriculum that was once based only on the needs of resources in each country was transformed into a global skill that could be used to compete in the era of the industrial revolution 4.0. Every child is required to master a variety of literacy skills that can facilitate them in conducting activities in environments that use a lot of technology.

This requires greater responsibility from the teachers. Teachers are required to fulfil a considerable amount of student skills. Harjanto's research, et al (2017) showed that teacher knowledge about learning that makes students active requires to be improved, especially in encouraging higher-order thinking skills and student-centered learning. In recent years, various forms of new media have been introduced, such as digital technology and the internet. These innovations have increased the use of multimedia (Alessi & Trollip, 2001; Mayer, 2002), and it provides opportunities for practitioners to design complex interactions to facilitate learning (Reiser, 2018).

The impact of globalization and the use of technology is felt in almost all activities, including the learning process in the classroom. In the past, students only used media and simple teaching materials, but today, students must be involved with the use of technological tools. The results of the research of the World Bank have confirmed the weak quality of Indonesian teachers (Chang et al. 2014). Students have the responsibility to always improve their literacy skills not only in using printed teaching materials but also in the digital form. Despite the rapidly changing landscape surrounding education today, questions about the relationship between literacy and various modes of communication remain unanswered.

In the social environment, the use of literacy needs to be understood as something new today. In terms of social practice, literacy can be understood that there is a lot of literacy experienced by children in their homes, communities, and cultures that shape their way of experiencing literacy. The term of multiliteracy is used to capture the complexity of various types of text where visual, spatial, gestural and verbal elements are inserted by using various modes of communication that affect one's literacy practices. The New London group (1996) also promoted the term of multiliteracy to accommodate changes in current literacy. This change demands a need to explore how to integrate various old and new literacies effectively. Multiliteration-oriented teaching and learning must be adapted to 21st-century skill frameworks on how students can communicate in conveying their ideas based on the analysis of various sources of information and can create creativity from various uses of the surrounding environment. This is inseparable from the way of critical thinking and problem solving by students. Multiliteracy is currently considered a new form of competence in education.

Multiliteracy learning is theoretically and scientifically considered a bridge of social justice, mobility, and empowerment, and it has been applied in educational programs in various countries. As the use of various technologies in education and social equality issues has become a topic of public discussion. At present, discussions on equality and literacy have become issues at the global level. Therefore, learning that is conducted in education should be able to overcome various problems related to multiliteracy. The development of

appropriate learning tools should be able to accommodate various multiliteracies. With this development, changes in the learning process can be seen and can make students more active in learning. The problem of multiliteracy is discussed in comparative terms for some reasons. First, multiliteracy is a combination of various literacy in the sense that it can mediate all activities that are conducted in learning. Second, multiliteracy is similar to the technology that continues to develop, and literacy capabilities are not static forms of communication.Third, multiliteracy is understood by educators to promote various abilities in carrying out activities that are in line with current needs. Therefore, it refers to the history of literacy in education. It is also important to realize that education policy has influence and impact

so that multiliteracy can be used as a useful tool in a variety of current education implementations.

METHOD

This study uses a qualitative approach, i.e. grounded theory (data theorization). Grounded Theory or Data Theorization (Strauuss and Corbin, 2007: 21) is a qualitative research approach prepared with techniques and procedures compiled with techniques and systematic procedures that meet the criteria of meaningfulness, conformity between theory and observation, generalization, reexamination, accuracy and accuracy, and can be proven by rigorous analysis. The data were collected as a basis for investigation in this study.

RESULTS AND DISCUSSION

Looking how the current conditions of teacher qualifications required by each school in conducting the learning process, teachers are required to have competencies that support their responsibilities as teachers

so that goals of national education can be achieved. The laws and regulations also regulate a teacher to play an active role in education.

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Indicator of Lesson Plan

1. The teacher analyzes the applicable curriculum before preparing an annual program/semester program
2. The teacher makes an annual program and semester program
3. The teacher makes a syllabus
4. The teacher makes a lesson plan

5. The teacher makes teaching materials including instruments to see the learning process
6. The teacher makes learning media/teaching aids

The data on these graphs shows that all indicators have values in the medium and high categories. Indicators (3) and (4) have

Implementation of Learning
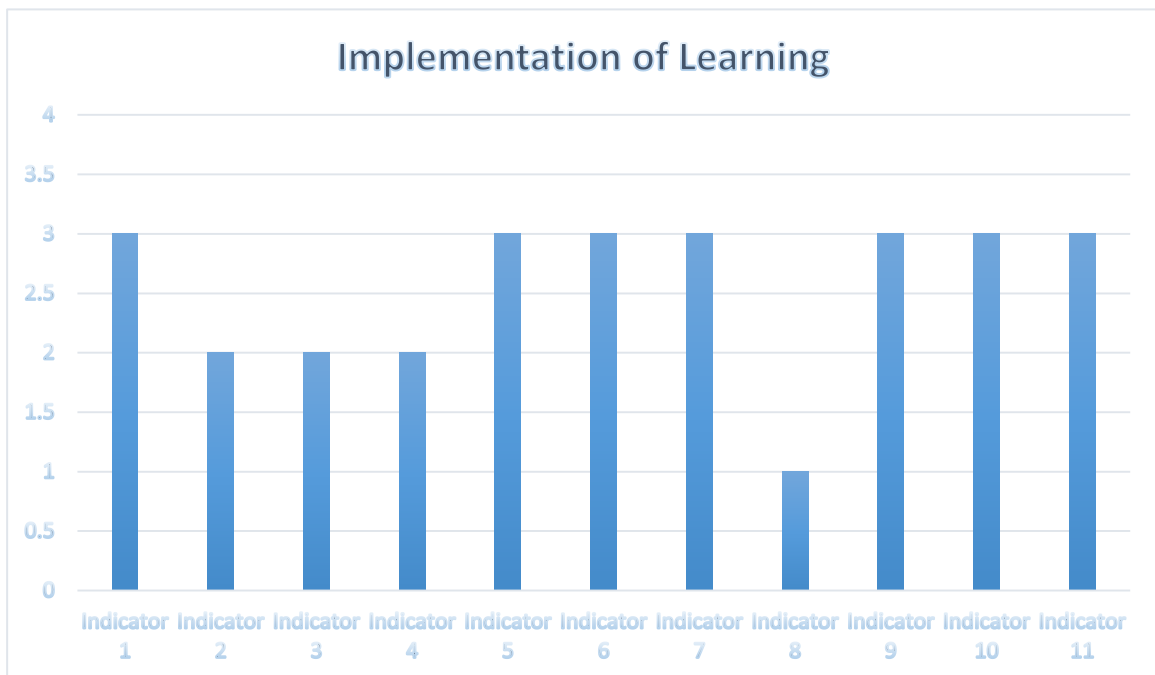
lower scores than to other indicators.

Indicators of Implementation of Learning

1. The teacher uses various methods in its learning
2. The teacher uses various models when teaching in class
3. The learning model used by the teacher includes cooperative learning (STAD, Jigsaw, TGT), STEM, IBL, PBL
4. The teacher uses teaching materials/captures the learning process
5. The teacher uses various media (PowerPoint, Internet, ICT) in the learning process

6. The teacher can answer student questions properly and correctly
7. The teacher uses the environment as a learning resource
8. The teacher conducts learning in the laboratory
9. The teacher pays attention to the development of student progress in learning
10. The teacher shows a friendly attitude when teaching
11. The teacher guides students who are less able to learn

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Data on these graphs show that all indicators have values in the medium and high categories. Indicators (2), (3), (4) and (8) have lower scores than to other indicators.

Assessment of Learning
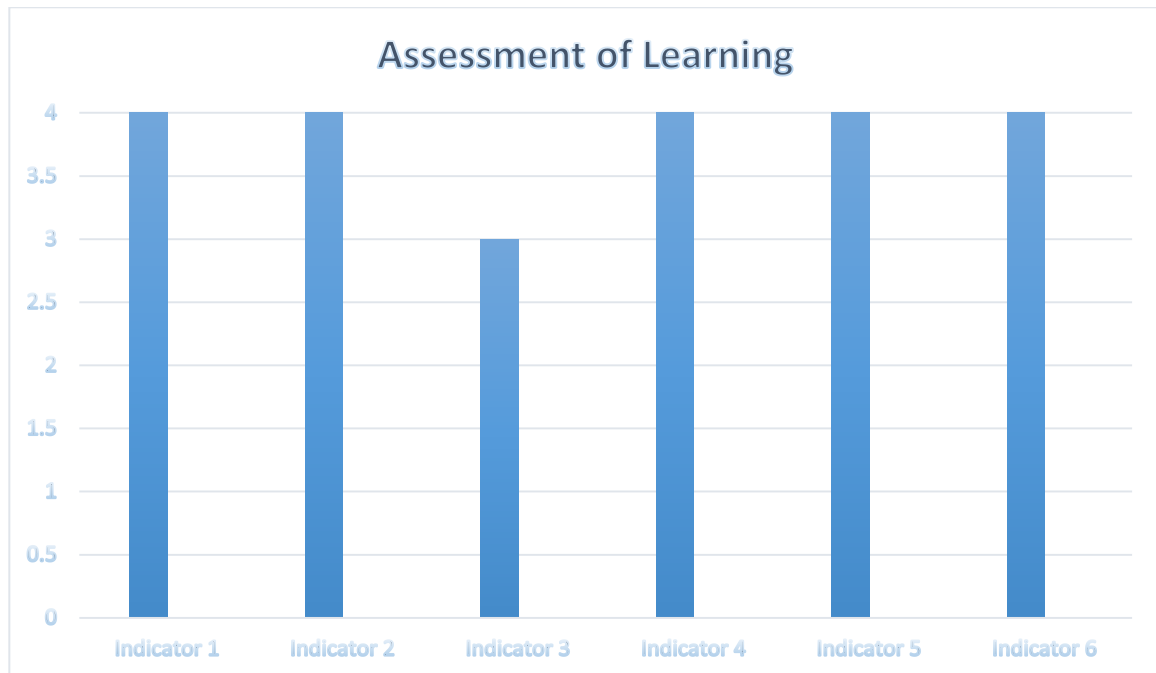

Indicators of Assessment of Learning

1. The teacher makes a grid of items relating to the competencies to be achieved
2. The teacher manages the items according to the grid
3. The teacher conducts assessments with various types and evaluation tools
4. The teacher analyzes each question that the teacher has made
5. The teacher processes student grades
6. The teacher makes a list of values

Data on these graphs show that all indicators have values in the medium and high categories.

Development of Professional
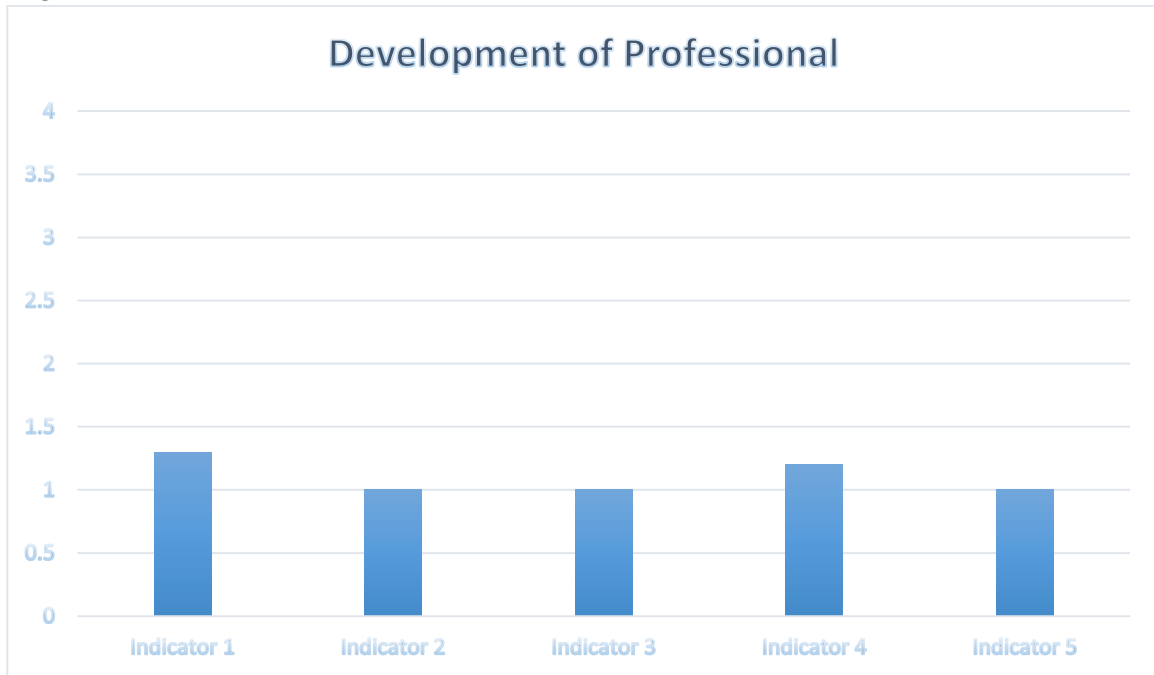
Indicators of Development of Professional

1. Following the seminar/workshop/workshop
2. Conducting Classroom Action Research (CAR)
3. Doing comparative studies at home or abroad
4. Writing relevant textbooks
5. Writing scientific articles in print or electronic media

Data on these graphs show that all indicators have values in the low category.
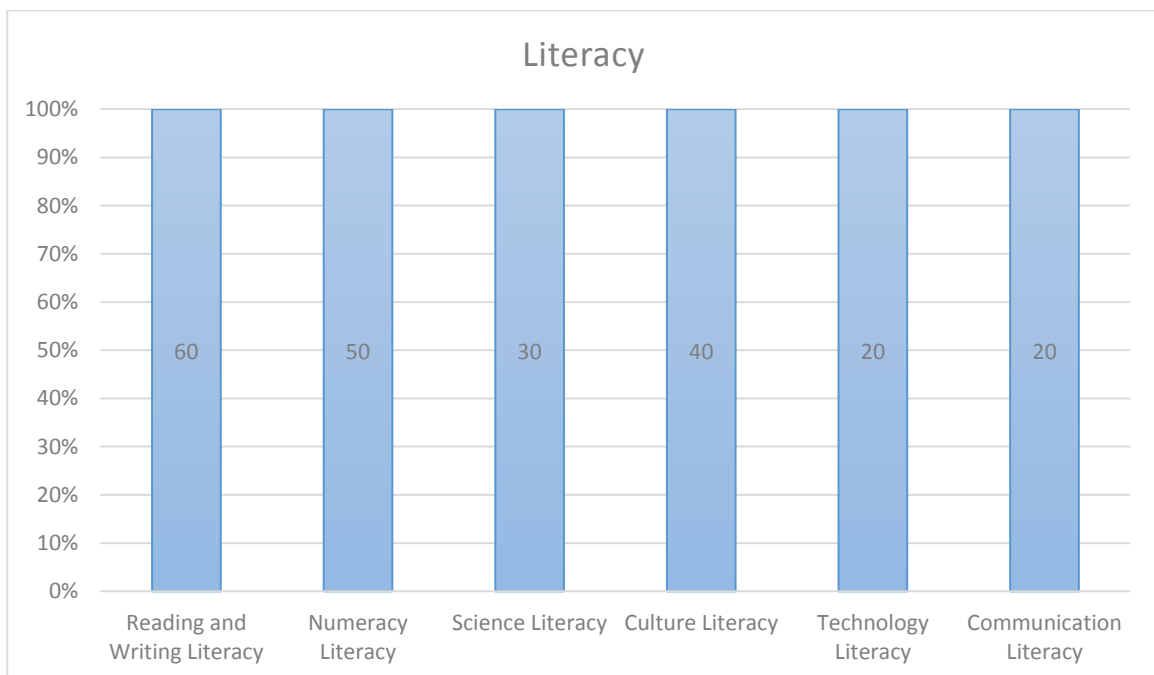
Literacy

The results of observations of teacher and student activities that occur during the learning process show multiliteracy activities. Researchers found that reading and writing literacy was 60%, numeracy literacy was 50%, scientific literacy was 40%, cultural literacy was 40%, technology literacy was 20%, and communication literacy was 20%. These results indicate that multiliteracy learning is still lacking, and it needs to be improved.

CONCLUSION

The findings of this study have several significant impacts on future research on multiliteracy teaching and learning. This study shows the importance of using learning models that specifically support a variety of literacy abilities and encourage teachers to have the competence to plan, implement and evaluate learning. Teachers' views on the learning process and learning objectives can be changed by the existence of several findings in this study. Learning will contain multiliteracy when we design learning with models that can facilitate various activities that involve students in higher-order thinking. Research findings are very important because the materials that support multiliteracy learning are not available, so it is necessary to develop the learning role. This also shows that the development of wider material that includes multiliteracy is needed, and this has also been revealed in other studies. This is in line with various studies that state that it is difficult for teachers to effectively teach a skill in teaching. This will

happen if special support is given to the context in which it is taught. Researchers expect further researchers to conduct socialization and training so that the dissemination of information related to multiliteracy to more teachers. This is important because there are a large number of teachers who do not have information about multiliteracy. Research conducted by researchers is more cost-effective because it does not depend on extensive material. It can also be implemented realistically because research like this does not require direct participation from a researcher, and it is easily distributed.

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