

Teachers' Understanding in Implementing Multiliteracy Learning in Elementary School (A Comparative Study of Literacy Learning in Indonesia and the Philippines)

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ABSTRACT

This study aims to determine the understanding of teachers in Indonesia and the Philippines on multiliteracy learning in primary school. The sample was 220 primary school teachers in phase C with saturated sampling technique. This study used a questionnaire developed based on Wigin's taxonomy. The questionnaire was about the understanding of phase C primary school teachers on the basic concepts of literacy and literacy learning. The research method used a quantitative approach with a survey type of research. Based on the questionnaire items that have been done by the teacher, it can be seen that the teacher's understanding of multiliteracy learning is still lacking. This can be seen from some of the results of correct answers in each statement item still vary. This research can be the basis for improving teachers' understanding of multiliteracy learning that can be implemented in elementary schools which is certainly to improve students' skills in accordance with the development of 21st century skills to form active, creative, innovative and characterised students.

Keywords: Teachers' understanding, multiliteracy learning, High Grade Primary School

INTRODUCTION

Literacy skills are basic skills that students must master. Broadly speaking, literacy skills are defined as the skills to identify, understand, interpret, create, communicate, and calculate, using printed and written materials related to various contexts [1]. In this case, literacy skills are a process of thinking and critically examining a discourse that leads to decision-making. The definition of literacy boils down to five main principles, where basically everyone is able to acquire literacy, literacy is a human right and a basic part of the human experience, literacy is not only related to individuals but creates connections with others, literacy includes communication, contact and the expectation that interaction can be carried out by all individuals and has the potential for empowerment and literacy is a shared responsibility to develop meaning in the context of communication [2], [1].

The substance of literacy skills is realized in the form of measuring competence in reading informational texts, competence in reading literary texts, competence in interpreting and understanding text content, and competence in evaluating and reflecting on text content [3]. The four competencies are presented comprehensively in mastering literacy in primary school. In the curriculum, literacy learning in high-grade primary schools is focused on mastering multiliteracies skills. Multiliteracy learning requires the use of various types of media and technology so that it needs a broader understanding [4].

Multiliteracy skills consist of text, visual, digital and cultural literacy. Text literacy is the ability to read and write texts in various forms, including narrative, description and argumentation. Visual literacy is the ability to understand and use visual elements such as images, graphics and video in communication. Digital literacy is the ability to use information and communication technologies, including the internet, social media and applications. Literacy is an understanding of the cultural context that influences the meaning and interpretation of texts [5]. The results of measuring literacy skills in the world show that countries in Southeast Asia have a low literacy rating. When viewed from the order in Southeast Asia itself, Indonesia and the Philippines have an equal literacy rate of 96%. This can be seen from the table below.

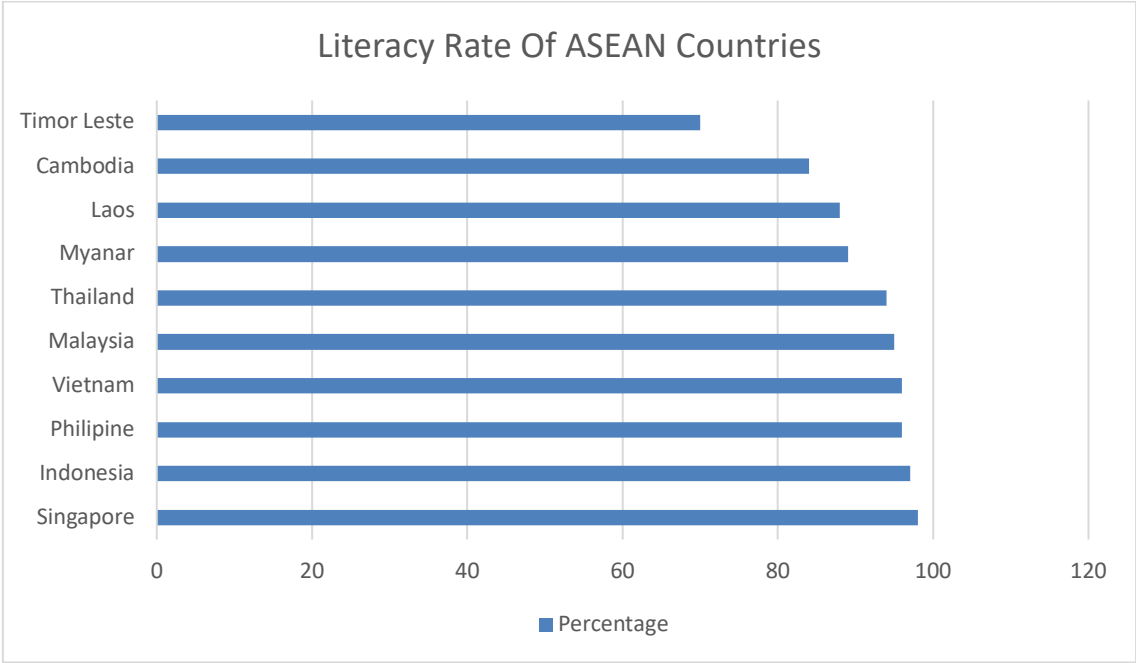


Figure 1. World Population Reviews 2020

Based on the data above, it is necessary to deepen the problem so that in the future literacy learning policies can be taken both in Indonesia and the Philippines. The success of students in mastering multiliteracy skills cannot be separated from the role of teachers in facilitating learning. With good facilitation from teachers, students may achieve better competence [6]. Teachers have a central role in implementing multiliteracy learning. Teachers' understanding of multiliteracy learning greatly affects the quality of learning provided to students. Teachers' understanding of multiliteracies will affect the way they design curriculum and teaching methods [7]. Teachers who understand multiliteracies will be better able to create a learning environment that supports the exploration of various texts and media, and encourages students to think critically and creatively. Indicators of teachers' understanding in teaching multiliteracies in primary schools can include several important aspects, including knowledge of multiliteracies concepts that are important for integrating various forms of texts in teaching, the ability to use various media in learning, such as videos, images, and digital platforms, to support students' learning process [8].

Concept understanding is generally interpreted as the ability to understand, interpret, and apply a particular concept. The category of understanding includes the cognitive processes of interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. Understanding the concept of multiliteracy learning means

being able to interpret and apply the principles of multiliteracy learning both in planning, implementation, and assessment [9]. Basically, multiliteracies learning is learning that is developed based on the diversity of student abilities in terms of intelligence, learning styles and learning capital. Teachers with a good understanding of multiliteracy learning will plan and implement their learning by considering the above aspects.

MATERIAL AND METHODS

This study aims to map the understanding of elementary school teachers in Indonesia and the Philippines in multiliteracy learning. The research approach used is quantitative with survey research type. The population in this study were phase C elementary school teachers in Madiun City and Regency and 110 teachers from Luzon, Philippines. The sample of this study used saturated sampling technique. To collect data on teachers' understanding of multiliteracy learning, researchers used a questionnaire. The questionnaire used maps the understanding of elementary school teachers at stage C which measures aspects of planning, implementation, and assessment in multiliteracy learning. The following is a lattice of instruments The questionnaire was developed based on the taxonomy theory of understanding. In summary, the questionnaire lattice is presented in the table below.

Table 1. Instrument Grid for Teachers' Understanding of Multiliteracy Learning

No.	Aspects	Indicator
1	Teachers' understanding of the concept of multiliteracy	<ol style="list-style-type: none"> 1. Able to explain the meaning of multiliteracy 2. Able to identify forms of multiliteracy skills in individuals 3. Able to provide an overview of multiliteracy skills
2	Teachers' understanding of multiliteracy learning in phase C	<ol style="list-style-type: none"> 1. Able to identify Learning Outcome related to multiliteracy skills 2. Able to explain the relevance of multiliteracy learning in the field of study 3. Able to explain learning techniques for multiliteracy skills in the field of study being taught 4. Able to select appropriate texts for multiliteracy learning in phase C 5. able to explain the measurement of students' multiliteracy skills in phase C

Data processing techniques are carried out through the process of tabulation, grouping and comparison of data from the two countries then the results of the comparison are described in the form of descriptions to be drawn conclusions

RESULTS AND DISCUSSION

Multiliteracies learning in elementary schools aims to develop skills in students. differences in conditioning at home and school, contextuality of learning, geographical factors, learning culture, and work ethic are some of the things that are important considerations in achieving students' literacy competencies. In the context of learning at school, teacher competence is a determining factor in being able to create conditioning, contextuality, and build skills in students. One of the benchmarks of teacher competence is the teacher's understanding of basic concepts and material delivery techniques. The

achievement of literacy skills in students is strongly influenced by the level of teacher understanding in organizing literacy learning in the classroom. In relation to primary school teachers' understanding of literacy learning, there are two main aspects measured, namely teachers' understanding of the basic concepts of multiliteracy and teachers' understanding of multiliteracies learning. The data obtained from high-grade teachers in Indonesia and the Philippines are presented as follows.

Teachers' understanding of basic literacy concepts

Teachers' understanding of the basic concepts of multiliteracy is divided into 3 indicators, namely being able to explain the basic concepts of multiliteracy, being able to identify forms of multiliteracy, and being able to provide a general view of the concept of multiliteracy. The results of filling out the questionnaire from teachers in percent in both countries are presented below.

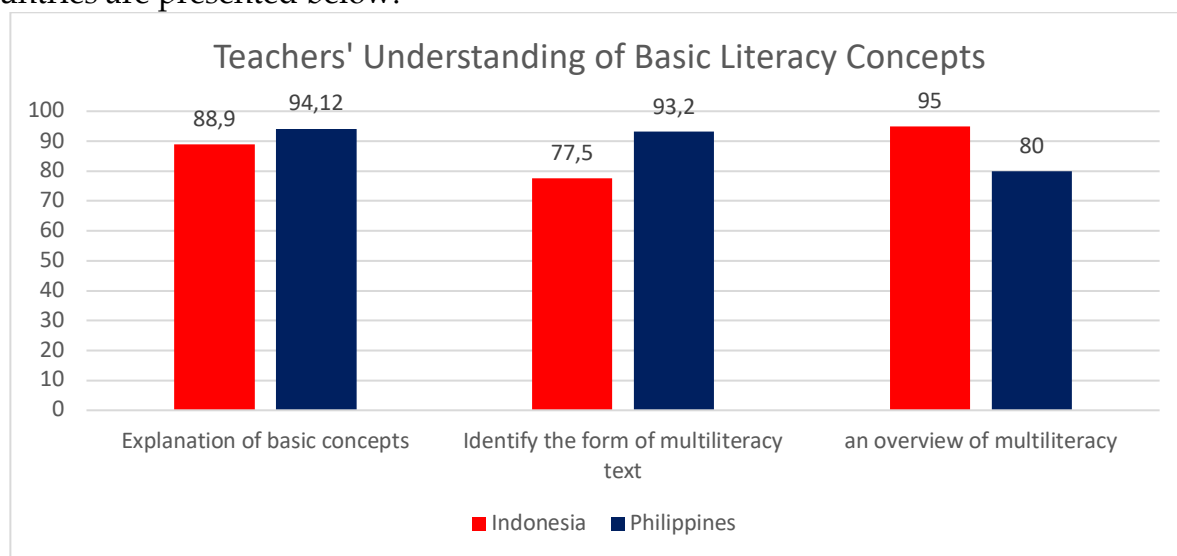


Figure 2. Teachers' Understanding of Basic Literacy Concepts in Percent

From the data presentation above, it can be explained that on the indicator of explaining the basic concepts of multiliteracy, high grade teachers in Indonesian elementary schools reached an understanding level of 88.9% while in the Philippines it reached 94.12. For the indicator of identifying appropriate text forms for multiliteracy learning, Indonesian teachers reached 77.5% while in the Philippines it reached 93.2%. On the indicator of providing a general view of the concept of multiliteracy, teachers in Indonesia reached a percentage of 95% while in the Philippines 80%. By comparing the three indicators, it can be seen that the average understanding of the concept of multiliteracy in the Philippines is generally better than that of teachers in Indonesia, but the difference in the scores of the two is slightly adrift so it can be concluded that in the aspect of understanding the basic concepts of multiliteracy, high-grade teachers in elementary schools in both countries are at an equal level.

Teachers' Understanding of Multiliteracy Learning

Teachers' understanding of the basic concepts of multiliteracy is divided into 5 indicators, namely being able to identify learning outcomes related to multiliteracy skills, being able to explain the relationship of multiliteracy learning in the field of study they teach, being able to explain multiliteracy skills learning techniques in the field of study they teach,

being able to choose texts that are suitable for multiliteracy learning in high grades, being able to explain the measurement of multiliteracy skills of high grade students in elementary schools. The results of the questionnaires from teachers in percentages in both countries are presented below.

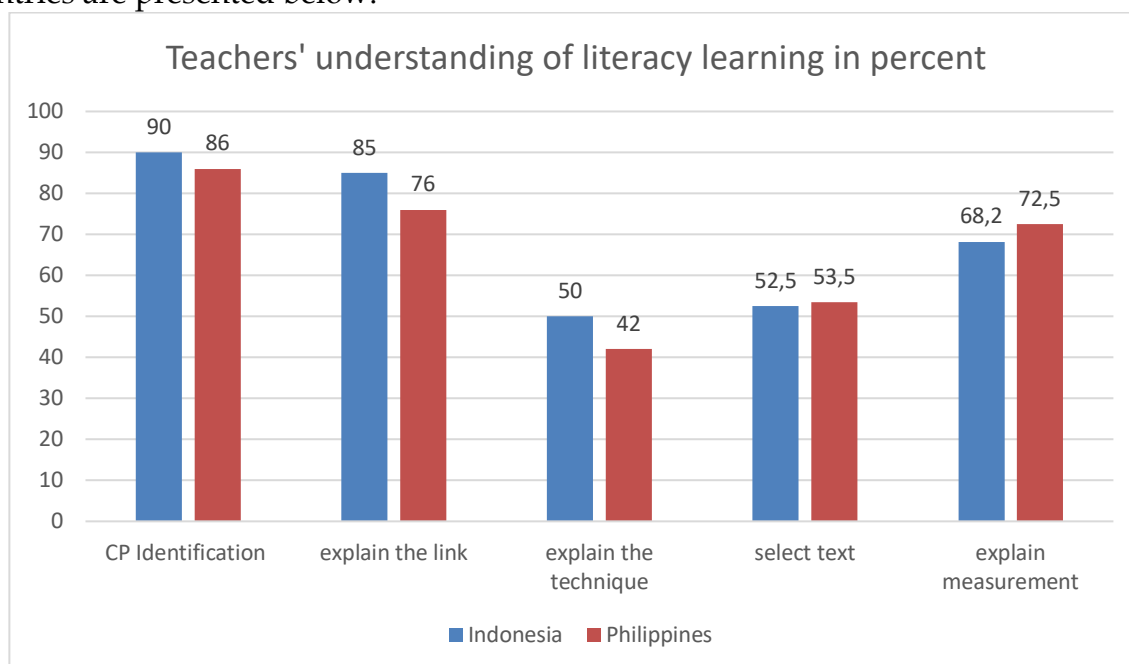


Figure 3. Teachers' understanding of basic literacy concepts in percent

Understanding the concept of multiliteracies learning is of course very necessary. The concept of multiliteracy learning certainly does not only focus on the language skills of listening, speaking, writing and reading. But it must also involve several things. Based on the chart above, it can be identified that in the indicator of the ability to identify learning outcomes that are in accordance with multiliteracy learning, teachers in Indonesia reached a score of 90% while in the Philippines teachers reached a score of 86%. In explaining the relevance of multiliteracy learning in the field of study taught or taught, Indonesian teachers reached a score of 85% while in the Philippines teachers reached a score of 76%. In the third indicator related to explaining the technical learning of multiliteracy skills in the field of study, teachers in Indonesia reached a score of 50% while teachers in the Philippines reached a score of 42%. In the fourth indicator, selecting appropriate texts for multiliteracy learning in high-grade elementary schools, teachers in Indonesia scored 52.5% while teachers in the Philippines scored 53.5%. In explaining the measurement of multiliteracy skills in students, Philippine teachers excelled with a score of 72.5% while teachers in Indonesia reached a score of 68.2%. This shows that in general, teachers in Indonesia and the Philippines have an equal understanding of multiliteracy learning. The aspects that need more attention are the aspects of explaining multiliteracy learning techniques and selecting texts for multiliteracy learning.

From the presentation of the two data above, it can be concluded that the understanding of teachers in both Indonesia and the Philippines on the aspect of understanding basic concepts is better than the aspect of understanding multiliteracy learning. On the indicators of learning techniques and text selection, teachers need to get serious attention. Multiliteracy learning is learning that must be taught to students to form 21st century skills. Multiliteracy learning is learning that aims to make students have the

ability to read, write, listen, communicate well together with other individuals around and with digital [10], [11], [12], [13], [9]. For teachers to be able to implement learning well, all aspects of understanding multiliteracy above are important. Basically, both in Indonesia and the Philippines, teachers' understanding of the definition of multiliteracies learning is good enough to know how teachers understand multiliteracies as an approach that includes various types of literacy, such as digital, visual and cultural [14].

Based on the results presented above, not all teachers have a good understanding of multiliteracy learning and its implementation to produce students who have high multiliteracy skills. In fact, to keep up with the development of 21st century skills, multiliteracy skills are very important. The goal of multiliteracy is to help students become independent, innovative, productive, and characterful learners [15], [16]. The application of multiliteracy learning to be able to produce learners who have good abilities, teachers can certainly involve the role of media and technology more broadly [17], [18], [4]. Thus, efforts to improve teachers' understanding in facilitating multiliteracy learning in high-grade elementary schools are important. Increasing teachers' understanding of multiliteracies learning can be done through trainings that teachers can attend to develop their understanding of multiliteracies [19], [20].

CONCLUSION

Multiliteracies learning focuses on learning that is supported by various types of literacy. Based on the discussion above, it can be concluded that there are still many teachers who do not have a deep understanding of multiliteracy learning in both Indonesia and the Philippines. Aspects that need more attention are the understanding of various multiliteracy learning techniques in the classroom and the selection of representative reading texts for multiliteracies learning. One of the things that can improve the understanding of teachers in the field is to hold continuous and ongoing training based on project-based learning. In this case, policy makers can formulate training that begins with an understanding of theory for teachers in the field which is continued with a mentoring program in the form of real practice to identify needs, plan programs based on the results of identifying needs, implement learning based on the planning that has been made, carry out reflection and program evaluation. The results of the evaluation become material for further planning and then repeat the same cycle through horizontal program dissemination.

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