



Teacher Awareness in Implementing Multiliteracy Learning in Phase C Primary Schools

Henry Kusuma Widyaningrum^{1*}, Dewi Tryanasari², Sri Lestari³, Fida Chasanatun⁴,
Vivi Rulviana⁵, Mary Jane L. Tomas⁶Andrea P. Adigue⁷

^{1,2,3,4,5} Faculty of Teacher Training and Education, Universitas PGRI Madiun, Indonesia

^{6,7} Nueva Ecija University of Science and Technology (NEUST), Philippines

Email: henry@unipma.ac.id

ARTICLE INFO

Keywords:

Teacher self-awareness
Multiliteracy learning
Phase C class

ABSTRACT

Purpose-Teacher awareness includes understanding the importance of student-centered learning. A conscious teacher will try to understand students' needs, interests, and potential. Therefore, teachers should prepare various ways to teach multiliteracy learning. This study aims to find out and analyze teachers' awareness in phase C classes regarding multiliteracy learning.

Methodology—This study employed a mixed-methods approach, specifically an explanatory sequential design. In phase C, 22 elementary school teachers participated. This research used questionnaires and interviews as instruments. Data processing techniques were carried out through editing, coding, and tabulation processes.

Findings-This study describes teacher awareness of multiliteracy learning from the planning, implementation, and assessment evaluation stages. In the planning stage, the average score was 3.52. This shows that teachers know students' needs and actively integrate them into learning plans. In the implementation stage, the average score was 3.79. This shows that teachers commit to multiliteracy teaching by consistently following their plans and reflecting on learning strengths and weaknesses. In the evaluation stage, the average score was 3.72. This shows that the teacher has made an assessment according to multiliteracy learning.

Significance-This study is the basis for compiling a program for implementing multiliteracy activities at the elementary school level to develop student independence as creative, innovative, productive, and characterful learners. This study contributes ideas to elementary school teachers regarding the importance of teacher awareness of multiliteracy learning so that students' understanding is broader and can produce good student learning outcomes.

Received 10 December 2024; Received in revised form 15 December 2024; Accepted 15 February 2025

Jurnal Eduscience (JES) Volume 12 No. 1 (2025)

Available online xx February 2025

©2025 The Author(s). Published by LPPM Universitas Labuhanbatu. This is an open-access article under the **Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License (CC BY - NC - SA 4.0)**

INTRODUCTION

Literacy skills are important for students to master. Literacy skills are the skills to identify, understand, interpret, create, communicate, and calculate using printed and written materials related to various contexts (Montoya, 2018). Therefore, teaching literacy teaches students to reason. In Indonesia today, literacy, numeracy, and character are the main components of the Minimum Competency Assessment (MCA), a replacement for the National Examination. Literacy skills in AKM measure students' reasoning skills in the use of language (Dewayani et al., 2021). At the primary school level, the AKM is conducted for phase C students. The results of the AKM in 2023, which are listed in the 2024 education report card, show that the average literacy achievement of primary school students in Madiun City increased compared to 2022 (Kemdikbud, 2024a). The increase in student literacy achievement is inseparable from improving teacher competence in teaching literacy. Research (Imran et al., 2021) shows that teacher competence in teaching literacy in Indonesia is lacking. Research (Jati et al., 2022) shows that students' information literacy skills were lacking in the Madiun District area in 2021. These studies show two fundamental differences where the education report card data shows that student's literacy skills are improving.

Student learning outcomes cannot be separated from the teacher's role in managing learning. Three main aspects must be considered to ensure learning goes well: planning, implementation, and assessment. The report card data for schools in Madiun City and the district found a decrease in the percentage of learning quality in indicator D1 on teacher capacity in learning (Kemdikbud, 2024b, 2024a). This is contradictory because, in theory, if learning management is good, student learning outcomes are also good, but what happens in the field is that student literacy outcomes are good. Teachers' learning capacity is not good. This shows that the education report card released in 2024, especially in the aspect of learning management capacity by teachers, is important to be examined further. Good learning management refers to good planning, implementation, and assessment.

One of the determinants of good learning management is teacher self-awareness. Self-awareness is a person's readiness to face cognitive events: feelings, physical sensations, motor, and thoughts (Ariyati, 2010; Atabekova et al., 2021). Teachers need to have good self-awareness to know their strengths and weaknesses to direct the learning process well. Self-awareness helps teachers to teach with their feelings and thoughts well. With good self-awareness, teachers will be able to implement good values through daily behavior in learning (Donley, 2023). Starting from the results of previous research and the data and descriptions above, teacher self-awareness in managing learning is important to research. By mapping teachers' self-awareness in managing learning, intervention policies to improve teacher capacity can be taken appropriately.

The substance of elementary literacy skills in the education report card is realized in the form of measuring the competence of reading informational texts, the competence of reading literary texts, the competence of interpreting and understanding the content of the text, and the competence of evaluating and reflecting on the content of the text (Dewayani et al., 2021; Rahayu et al., 2012). These four competencies are presented comprehensively in mastering literacy in primary school. Reading and writing literacy learning in phase C primary schools leads to the mastery of multiliteracies. Multiliteracy skills include communicating and understanding information through various forms: text, images, symbols, and multimedia. Multiliteracy learning focuses on learning supported by various media and technology, so it needs a broader understanding (Rahman & S. Damaianti, 2019; Rismayanti et al., 2017; Selayani & Bayu, 2023).

From the calm analysis of multiliteracy skills and teacher self-awareness above, the research on teacher self-awareness in multiliteracy learning includes awareness in planning, implementing, and assessing multiliteracy learning in elementary schools. In this case, teachers consciously apply the principles of multiliteracy learning in primary school, namely factual, contextual, active students, explorative, and multistrategy, in managing multiliteracy learning in primary school (McLachlan et al., 2012).

Based on the above problems, Madiun city and district primary school teachers have implemented multiliteracy learning. However, teachers need to have good self-awareness in learning management, which refers to good planning, implementation, and assessment. Teachers have the responsibility to equip students' multiliteracy competencies holistically. In addition, teachers must consciously apply the principles of

multiliteracy learning in phase C classes. Therefore, the study aims to find out and analyze teachers' awareness of multiliteracy learning in phase C classes.

METHODOLOGY

Research Design

This study employed a mixed-methods approach, specifically utilizing an explanatory sequential design. The research process began with collecting and analyzing quantitative data, followed by gathering and examining qualitative data that expanded upon the initial quantitative findings (John W. Creswell, 2015).

Participants

This research focused on elementary school teachers instructing grades V and VI (phase C) in Madiun City and Madiun Regency, Indonesia. The reason for choosing grades V and VI is because multiliteracy learning is applied in the curriculum policy containing content and process standards in phase C classes. According to Arikunto (2017), if the population is more significant than 100 people, the sample can be 20-25%. The study population comprised 110 teachers, 73 from Madiun City and 37 from Madiun Regency. Using the saturated sampling technique and for reasons of limited time and energy, the researcher chose 20% of the total population of 110, so a sample of 22 phase C primary school teachers was obtained.

Instruments and Data Collection

The study utilized questionnaires and interviews as data collection instruments. The questionnaire, designed for phase C elementary school teachers, contained twenty-five statements covering the planning, implementation, and assessment aspects of multiliteracy learning. Semi-structured interviews were conducted in-depth with teachers. This interview lasted about thirty minutes and was conducted to meet the interviewee directly at the elementary school. The interview technique used was recording and listening.

A team of validators has validated the questionnaire and interview instruments in advance using a Likert scale with the following categories: 1.00-1.50 is not good enough; 1.51-2.50 is good enough; 2.51-3.50 is good; 3.51-4 is very good.

Tabel. 1 Instrument Validation Result

Validator	Validation Result	
	Interview guidelines	Questionnaire
V1	3,7 %	3,6%
V2	3,5%	3,7%
Average	3,6% (Perfect)	3,55% (Perfect)

Table 1 shows that the assessment of instrument validation results is very good. The interview guideline instrument is 3.6%, and the questionnaire sheet is 3.55%. After data analysis, both instruments were declared suitable for use in research.

The teacher awareness questionnaire instrument was structured based on the taxonomic theory proposed by (McTighe & Wiggins, 2005). Here is the teacher questionnaire on multiliteracy.

Table. 2 Teacher Awareness of Multiliteracy Questionnaire Grid

Aspect	Sub-aspect	Indicator
Planing	Own feelings and behaviors	<ul style="list-style-type: none"> Have the intention to make multiliteracy lesson plans according to students' needs Implement multiliteracy lesson planning according to students' needs
	Recognize strengths and weaknesses	<ul style="list-style-type: none"> Knowing the most understood part of the lesson planning aspect to be created

Implementation	Independence	<ul style="list-style-type: none"> • Knowing the least understood part of the lesson planning aspect to be created • Plan to create a multiliteracy lesson plan by modifying or creating independently
	Making decisions	<ul style="list-style-type: none"> • Formulate each section in the module created by considering aspects of student needs.
	Self-evaluation	<ul style="list-style-type: none"> • Communicating the module created • Reflecting on the module
	Own feelings and behaviors	<ul style="list-style-type: none"> • Improving the module based on feedback and theory • Implement critical literacy learning according to the plan made
	Recognize strengths and weaknesses	<ul style="list-style-type: none"> • Identify the strengths and weaknesses of the learning that has been implemented by considering various inputs
	Independence	<ul style="list-style-type: none"> • Ensure the availability of supporting facilities for multiliteracy learning
	Making decisions	<ul style="list-style-type: none"> • Implement policies and improvisation if needed in learning implementation
	Self-evaluation	<ul style="list-style-type: none"> • Capture information from students in the implementation of learning • Conduct independent reflection after implementing the learning
	Own feelings and behaviors	<ul style="list-style-type: none"> • Have the intention to make multiliteracy learning assessments according to learning outcomes • Implement multiliteracy learning assessment according to learning outcomes
	Recognize strengths and weaknesses	<ul style="list-style-type: none"> • Identify assessment aspects according to
Assessment	Independence	<ul style="list-style-type: none"> • Create assessment instruments independently
	Making decisions	<ul style="list-style-type: none"> • Formulate valid and varied assessment instruments
	Self-evaluation	<ul style="list-style-type: none"> • Communicating assessment instruments to peers or experts • Reflecting on the implementation of the assessment • Improving the assessment instrument based on feedback and theory

The results of the teacher awareness questionnaire that teachers have filled in have been approved, and th, and confidentiality of the teacher's name and school identity has been maintained. The questionnaire on teacher awareness of multiliteracy uses a Likert Scale. According to Sugiyono (2015), the Likert scale measures a person or group's attitudes, opinions, and perceptions about social events or symptoms". The Likert scale was modified into four categories: always, often, sometimes, and never. The distributed questionnaire was developed based on indicators and categorized into four answers.

Table 3. Weight of Alternative Answer

Category	Positive
Always	4
Often	3
Sometimes	2
Never	1

Data Analysis

The interview instrument was addressed to teachers who teach in phase C in primary schools in Madiun City and Madiun Regency. Interviews were used to support the questionnaire in collecting data. If the questionnaire method lacks depth, the interview method will obtain more in-depth information from the

informant about the teacher's awareness of multiliteracy. Interviews were analyzed using thematic analysis. This method organizes and describes the data set in detail and interprets the topics according to multiliteracies. The thematic analysis aims to sift through several texts and distill meaningful patterns relevant to the researcher's questions.

Qualitative data were obtained from teacher interviews. This study's sample was ten phase C classroom teachers who teach in primary schools in Madiun City and Madiun Regency. This approach aims to offer a thorough understanding of the issues under study and allow participants from primary school teachers to share their awareness, perspectives, and experiences regarding multiliteracy skills.

Data processing techniques are done through editing, coding, and tabulation. Editing, namely checking and re-examining the data obtained from the results of questionnaires and interviews, to determine whether the existing data is sufficient and complete or whether corrections need to be made. Coding classifies data from respondents' answers by providing codes/symbols and scores according to existing criteria. Tabulation, namely the activity of processing data into tabular form by processing frequency counts for each category.

FINDINGS

Results of Teacher Awareness of Multiliteracy Questionnaire Teachers' Awareness

Planning

Based on the data, there are seven statements regarding teachers' plans for multiliteracy learning: developing a plan for students' needs, designing according to needs, modifying, developing independently, considering students' needs, identifying the easiest plan, and identifying complex plans. The average result of the planning section of the questionnaire is 3.24, meaning that teachers who teach in phase C classes often and consciously plan and prepare multiliteracy lesson plans. Based on the questionnaire data, the strengths of teachers' plans on multiliteracy are how teachers incorporate students' needs into lesson plans and how teachers modify lesson plans. Teachers can modify lesson plans using learning models that suit students' needs. Meanwhile, the challenges in developing multiliteracy lesson plans relate to developing the plan and identifying the easiest and the most difficult to develop. Teachers are moderately aware of student needs and actively integrate them into their plans. Also, based on items 4,6, and 7, teacher capacity varies for developing and reflecting on lesson plans; it shows that some teachers are confident, and others may need support. Then, modifying plans highlighted teachers' willingness to adapt but underscored a potential need for guided frameworks. The result can be seen below.

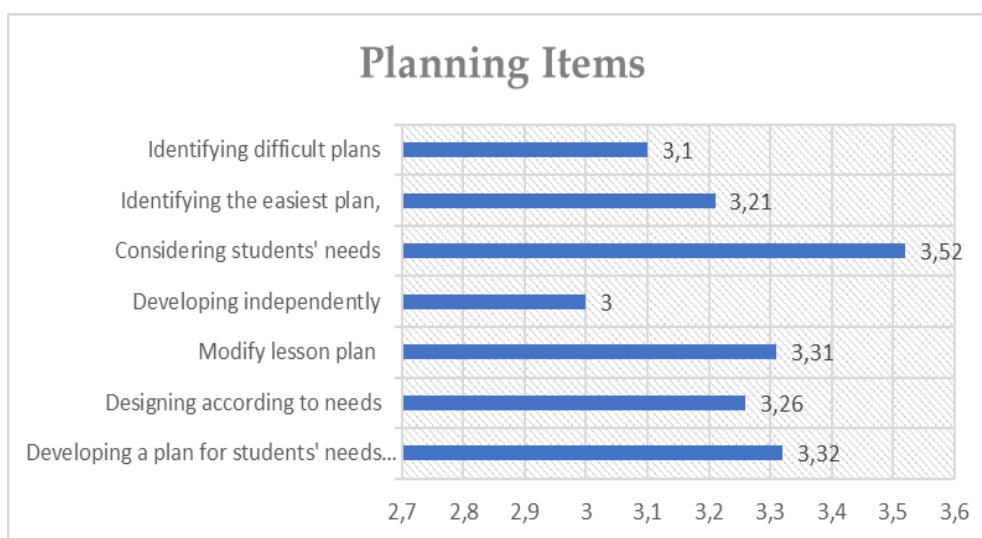


Figure 1. Mean Scores and Variability for Planning Multiliteracy Lessons

Based on the figure above, it can be concluded that the highest scoring item is "consider student needs in modules," with a mean score of 3.52, showing this is a substantial area for teachers. However, the lowest-scoring items are "independently develop plans" and "identify challenging parts of plans," indicating varied confidence or practices among teachers. Teachers exhibit a learner-centered mindset, particularly in identifying and addressing students' needs during lesson planning. The relatively lower mean for independence in lesson planning (Item 4) suggests that teachers may rely on external input, collaboration, or existing templates rather than developing original, autonomous plans.

Implementation

Based on the questionnaire data, seven statements relate to teachers' awareness of implementing multiliteracy learning. These include ensuring supporting facilities are available, teaching critical literacy as planned, improvising policies when necessary, collecting information from students during implementation, identifying strengths based on feedback, and self-reflection after teaching activities. The average result of the questionnaire in the implementation section was 3.31. This means that teachers who teach in phase C classes often and consciously implement multiliteracy learning. The following are the scores of each item.

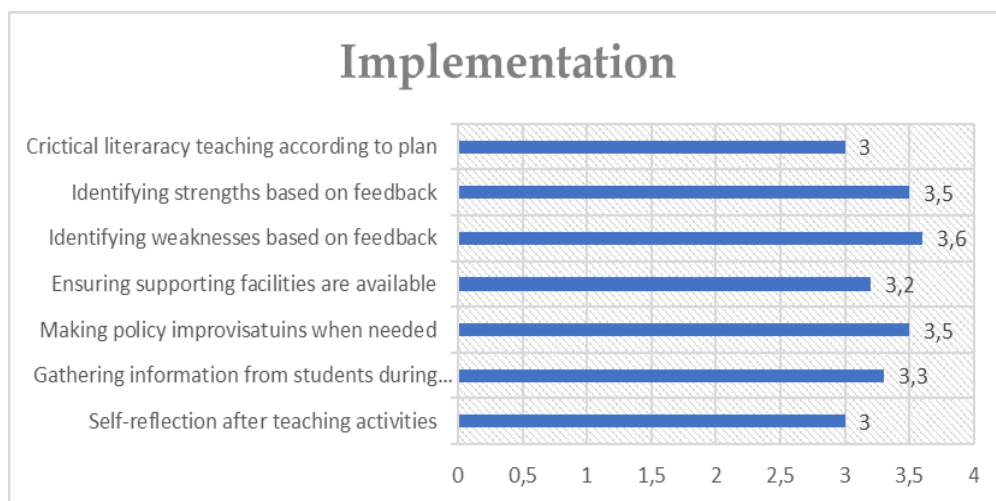


Figure 2. Mean Scores of Multiliteracy Implementation

Based on Figure 2, the highest score is on the fifth item, with a score of 3.79. This means that teachers show strong ability and practice in showing feedback to students. By showing strong and good practices, teachers can make students learn and understand various material concepts more meaningfully. Teachers use various resources to acquire knowledge and improve students' thinking skills. In addition, students are actively involved and independent in learning and utilize various types of diverse texts in multiliteracy.

The lowest score is found in the first and seventh items, which show a score of 3.00, namely teaching critical literacy according to plan and self-reflection after teaching activities. Through critical literacy, students are expected to be able to analyze various points of view related to the event. Students are also expected to identify bias, question assumptions, and make judgments based on evidence and deep understanding. However, the implementation of critical literacy has not been maximized. In terms of self-reflection, teachers have also not fully implemented it after teaching activities. Self-reflection is important because it can help teachers better understand and be aware of the consequences of their words and actions.

Evaluation

Based on the questionnaire data, seven statements related to teacher awareness in evaluating multiliteracy learning instruments are found. These include assessment design, instrument formulation, identification of assessment aspects, implementation, assessment development, reflection on the implementation of the assessment, and assessment improvement. The average result of the questionnaire in the instrument evaluation section is 3.21. This means teachers in phase C classes often and consciously evaluate multiliteracy learning instruments. The following is the score of each item.

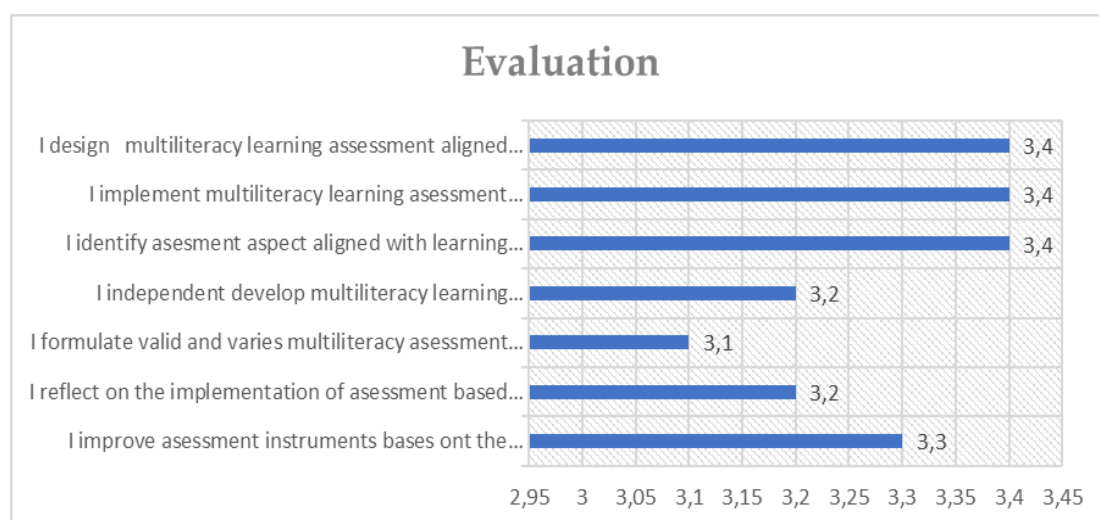


Figure 3. Evaluation of Multiliteracy Assessment

Based on Figure 3, the highest score is 3.47 on the fifth and seventh items. This means that teachers are able to design and identify multiliteracy assessments that are aligned with learning outcomes. In terms of designing evaluation and assessment, teachers are able to compile according to the multiliteracy approach. The multiliteracy model emphasizes the development of critical and creative thinking skills, collaboration, and problem-solving, which may not be directly measurable through examinations. Therefore, teachers need to develop appropriate assessment methods to measure student progress.

The lowest score is in the third item of 3.10, where teachers show challenges in implementing valid and varied assessment instruments. In addition, there are gaps in the development and implementation of autonomy, which indicates whether the results reflect potential gaps in independence and diversity of methodologies in assessment design. Thus, there are several recommendations for multiliteracy, professional development, peer monitoring, and knowledge sharing to increase confidence in independent assessment development and refine instruments through collaboration. In addition, it is necessary to provide standardized templates or guidelines for designing valid and varied multiliteracy assessment tools to support teachers.

Teachers show strong consistency with learning objectives when creating and implementing assessments. However, there is potential for improvement in independently constructing and refining multiliteracy assessments and producing diverse and accurate assessment tools. Moderate levels of reflection and process improvement indicate that instructors are participating in feedback cycles, although this could be further strengthened (Istiqlal et al., 2024; Safitri et al., 2023, 2024; Safitri & Ansyari, 2024). This overview emphasizes the strengths and areas that require improvement in teachers' multiliteracy assessment methods. In summary, teachers actively ensure the availability of multiliteracy resources and adapt lessons based on students' needs. Also, teachers are very willing to communicate and collaborate with peers, indicating their openness to feedback.

Interview Results of Teachers' Awareness of Multiliteracies in Planning, Implementation, Assessment

A teacher must make a multiliteracy learning plan according to student's needs that focuses on designing learning activities that include reading and writing skills and various other forms of literacy relevant to the times. In this case, multiliteracy refers to the ability to understand, interpret, and communicate in various modes, including written text, images, sound, video, and digital media. The following is data from an interview with teacher initials ET of grade V in Madiun area primary schools regarding multiliteracy support facilities.

"In making plans, I always consider various aspects of student needs, such as their social background, technological capabilities, and interests. For example, if most of my students are interested in social media or videos, I will include these elements in learning."

The interview results show that teachers have twelve years of experience in developing good plans by considering the needs of students based on their social background, technological abilities, and interests. Starting from preparation or planning that has been well prepared will be the basis for implementing it in learning activities. Planning centered on the needs of the learners will produce activities that are to the needs of the learners.

In preparing multiliteracy learning tools that teachers can prepare as a form of planning for multiliteracy activities, of course, it must be based on the teacher's understanding of the learning objectives. Learning objectives play an important role because they are used as a reference to measure the achievement of the learning activities carried out. This is supported by the results of an interview with a VI-grade teacher with eight years of teaching experience as follows:

The most understood part of multiliteracy learning planning is learning objectives. Why do I say important? These objectives become a reference in determining what must be achieved during the learning process. In planning, I focus more on specific, measurable, and relevant objectives to the competencies to be developed.

The interview results show that before compiling multiliteracy learning tools, the central part that must be understood is related to the learning objectives listed in the lesson plan. Learning objectives are important because they provide clear and specific directions in the learning process.

Planning multiliteracy learning involves planning activities and materials that aim to develop different types of literacy in learners. Multiliteracy itself includes the ability to use various forms of literacy, such as reading, writing, visual, digital, and media literacy, as well as cultural and social literacy. The following data from the interview with the NW teacher are as follows.

"In planning multiliteracy learning, I start by analyzing the needs and interests of my students. In the next stage, I choose a relevant theme and combine various forms of text and media. For example, when learning about IPAS, I use textbooks, videos, articles, and social media to explore different perspectives. I also modify existing lesson plans by adding interactive activities that involve technology, such as online discussions or collaborative assignments using digital platforms. I often modify existing materials depending on the topic and learning objectives".

The interview results show that grade VI teachers can develop multiliteracy plans that can be implemented independently. Teachers can compile tools by learning objectives and develop and modify materials independently according to teacher innovation and creativity.

The optimal use of learning resources and supporting facilities for multiliteracy learning in schools is essential to facilitate learning activities and assist students in acquiring knowledge. In multiliteracy learning at school, students should not only rely on textbooks in the classroom but also utilize the surrounding environment or other media. The following is the data from the interview with teacher AD related to multiliteracy supporting facilities.

"To support multiliteracy learning in the classroom, I use various concrete and technological media. For example, during poetry reading assignments, I utilize Canva media to design interesting poems. I also utilize illustrated paper in poetry".

Teacher AD has been utilizing digital media for 6 years and has tried to acquire and understand information using various media in multiliteracy learning. Various conventional and digital media can provide students with opportunities to understand different meanings. Thus, teachers are required not only to use learning resources in the form of textbooks but also to learn various kinds of multiliteracy teaching media facilities by the development of the present century. The support of these tools can help students understand that learning is more manageable for teachers and obtain good learning outcomes.

In multiliteracy learning, teachers can make policies, namely breakthrough innovations. Teachers can make changes that are more flexible and dynamic. The conceptual breakthrough of 21st-century education is a positive belief and attitude about integrating technology with education to create an innovative implementation of ICT-based pedagogy. The following is an interview with the fifth-grade teacher, initials HW, regarding examples of improvisation in multiliteracy.

"The improvisation I do is to encourage students to ask questions after I provide learning materials. I also asked students to discuss things with group members. I aim to gather, process, and create new knowledge relevant to students' personal world in the context of life in the 21st-century digital era".

The fifth-grade teacher explained that teachers provide these conceptual breakthroughs to improve teacher competence. Teachers need to actively provide opportunities for students to ask questions and give responses in class. In addition to self-improvement from teachers, teacher competence can be improved through various programs such as seminars, workshops, or teacher communities. This program is very important because these activities will help positive changes (reforms) in the education system, which have implications for changes in educational approaches as well as in the professionalism of educators.

In implementing learning, teachers must create an atmosphere that motivates students to be active and improve their multiliteracy skills. Teachers' understanding of multiliteracy literacy-oriented learning must be adequate. Teachers must apply varied learning strategies and steps according to students' needs. The following is an interview with a grade VI primary school teacher regarding implementing multiliteracy learning.

"I often involve students in multimedia presentations, ask learners to read and respond by observing a phenomenon, write or draw about observations of an experiment as a result of discussion of the material studied."

Senior teachers with teaching experience in elementary schools since 2011 can help students learn multiliteracies. Students learn several literacies at once in one multiliteracy learning process, which consists of reading, technology, and communication literacy. Students can do various activities that include various literacy skills. According to the context, students have used one or a combination of literacy skills (multiliteracy). Learners will investigate related questions and collect evidence to provide accurate answers that can convince the teacher and other peers.

The purpose of multiliteracy learning practices is that students are skilled in using a variety of ways to understand information from various texts and media. Students are also expected to develop multiliteracy skills from reading and writing literacy. Therefore, teachers must prepare learning assessments based on the specified learning outcomes. The following are the results of interviews with grade V teachers who teach in Madiun City primary schools related to assessment with learning outcomes.

"To develop students' abilities in multiliteracy, I have adjusted the learning outcomes and learning objectives with the assessments that I make. There are always questions and commands for students to write, read, and speak. I also prepare supporting learning media facilities".

Teachers have adapted the assessment to the learning outcomes set to develop the concept of multiliteracy and the multi-contextual competency needs of learners. Teachers are also expected to be able to design and implement learning strategies that prioritize multiliteracy. Thus, the assessment that supports multiliteracy learning will direct learning to cognitive, affective, and psychomotor enrichment through a lot of learning content (not only in linguistic aspects) that is integrated with social and cultural understanding of learning (Rahmasari et al., 2023).

Multiliteracy learning aims to create students who are prepared from various perspectives to live life at school. The goal of multiliteracy learning is not only to develop written and spoken language skills but also thinking skills and technological skills. Therefore, teachers must identify, formulate, communicate, and reflect on implementing assessments by multiliteracy learning. The following is the result of an interview with a grade V primary school teacher regarding assessment in multiliteracy.

"Good reflection comes from good communication. I usually communicate my assessments with my colleagues through sharing and collaboration. However, the results of my reflection are revised based on input and theory."

Based on the interview above, the teacher has prepared the ability to make assessments by multiliteracy. Teachers have also considered their colleagues' assessments to find the relaxation results. However, evaluations such as suggestions for improvement have not been implemented. Therefore, constructive communication and collaboration with fellow elementary school teachers need to be improved to make assessments that can develop high creativity in multiliteracy learning.

Based on the results of interviews with classroom teachers in phase C, teachers already have experience in multiliteracy learning. Preparations for making lesson plans, implementing, and evaluating instruments have been made so that students gain a more meaningful learning experience. Through multiliteracy learning, students will place their reading, writing, listening, and speaking skills as efficiently as possible to improve their thinking skills. Students who learn through multiliteracy learning positively respond to the learning model that has influenced their reading and writing skills. Teachers in the learning process also gave positive responses.

DISCUSSION

Teachers' awareness of multiliteracy learning can be implemented well by teachers who teach in phase C classes in Madiun city and Madiun district. Teachers have planned and created literacy learning according to students' needs. Teachers have designed, implemented, and evaluated instruments that utilize various forms and sources of information. The utilization of various forms and sources of information in learning aims to make students able to process various information and good at understanding and thinking critically about the similarities, differences, and even truths that exist in the various information.

Multiliteracy learning aims to create students whose multiliteracy skills must be mastered to support. In addition, multiliteracy can also develop various skills, such as reading comprehension skills, good writing skills, responsible speaking skills, and skills in mastering various digital media (Nurnugroho & Rochmiyati, 2024). Multiliteracy learning practices involve students actively asking questions or making their conclusions. Students must foster self-confidence, intelligence, communication, courage, and character through multiliteracy learning. Therefore, the role of elementary school teachers in realizing multiliteracy learning needs self-awareness.

In the planning stage of making teaching modules based on multiliteracy, teachers in phase C classes have been good at modifying independently. Teachers have considered student needs and focus on student activeness and independence. Students' activeness and independence are expected to form a good understanding of the material presented. Previous research also explains that multiliteracy learning aims to give students an appreciation of the value and power of multiliteracy (Imran et al., 2020). Therefore, for various personal and professional reasons, they will always be motivated to read and write. Students need to realize that literacy can help them learn about themselves, solve problems, explore, and influence the views of the surrounding community. Multiliteracy aims to develop students' independence as creative, innovative, productive learners with character (Atabekova et al., 2022; Wei, 2018).

Students who learn through multiliteracy will gain a high understanding. The understanding they gain is the result of proactive learning. Proactive learning is learning based on the stages of experiencing, conceptualizing, analyzing, and applying. The principle of experience implies that students learn to combine prior knowledge with new knowledge through meaningful learning. Conceptualization explains that abstract concepts and theories are synthesized through naming and theorizing. It bridges students in defining and applying concepts and visuals (Al-Abdullatif, 2020; Rahayu et al., 2012). Analyzing means the activity of analyzing, interpreting the function of skills, understanding the role of knowledge, and criticizing through predetermined analytical goals, while applying means that knowledge is created through understanding the suitability of the situation (Dewayani et al., 2021; Hu & Yu, 2021).

Teachers have also implemented critical literacy by utilizing various information technologies in implementing multiliteracy learning in phase C primary schools. With the development of information technology, many positive impacts are felt by students, such as being able to communicate with other people and the ease of accessing information. Many incidents of crime or criminality in the development of information technology require students to think critically (Donley, 2023; Nurnugroho & Rochmiyati, 2024). Therefore, students must be equipped with critical literacy skills to obtain accurate and reliable information.

Implementing critical literacy can shape students to read actively and gain a better understanding. The understanding process involves cognitive abilities, awareness, and experience. Critical literacy requires students to be more active and creative in dealing with problems. In previous education, students were only

given material or information and memorized the material that had been given, so students were less able to think critically about the information obtained. Nowadays, critical literacy education requires students to play an active and creative role in the classroom. This kind of education can instill critical thinking in students. For example, students can discuss or dialogue with friends and teachers.

In implementing multiliteracy learning, teachers can make policies, namely breakthrough innovations. Based on the research results, the teacher has done a good job of improvisation. Teachers encourage students to ask questions. Teachers also ask for discussion among group members so that students process information and create new relevant knowledge. Imran et al. explained that the division of small groups encouraging students to discuss shows the meaning of skills and how students understand challenging material problems. Such activities are multiliteracies that can provide an integrated approach and set of practices to improve learning motivation and outcomes. Thus, multiliteracy learning can have a significant impact on learners.

Multiliteracy learning is interconnected and even mutually reinforcing. When broken down, multiliteracy objectives consist of several micro-competencies. These competencies include the ability to identify the purpose of the text, the target audience of the text, and the implicature of the text (Sop & Çeliktürk Sezgin, 2021). The ability to create various forms of text using various digital technology media and then apply them to various purposes in various scientific contexts. The goal of multiliteracy learning is closely related to the research results showing that effective readers and writers are readers and writers who can use their thinking skills to organize their reading and writing processes (Gutiérrez-García et al., 2024). Thus, classroom teachers in phase C must collaborate with students to make learning effective.

The evaluation stage of multiliteracy learning is making assessments. The study results explain that teachers in phase C have mostly adjusted the assessments to the specified learning outcomes. In addition, the assessments have also adjusted to the students' competence. The existence of assessments that support multiliteracy learning, learning leads to cognitive, affective, and psychomotor improvements through the many learning materials that are integrated with social and cultural understanding of learning (Atabekova et al., 2021; Kurniawati et al., 2022). The multiliteracy learning assessment developed can also be based on the diversity of student abilities in intelligence and learning styles. In terms of intelligence, students can learn using their various intelligences. Learning is based on students' intelligence level, and the learning model differs from one lesson to the next, depending on students' needs.

Previous research (Kurniawati et al., 2022) discussed that the teacher's understanding of multiliteracy was still low. It is different from the research topic; however, it had a correlation. Their finding suggested that They also suggested that conducting socialization and teacher training on training literacy and multiliteracy in learning is one of the recommendations that must be implemented (Ghimire & Pandeya, 2020; Kurniawati et al., 2022). Ghimire and Pandeya (2020) also revealed that teachers recognize the effectiveness of multiliteracies pedagogy in enhancing instruction, but they lack adequate expertise and competence in its implementation. If their understanding and capabilities are enhanced through training and professional development initiatives focused on multiliteracies pedagogy, they can successfully incorporate it into early grades. Teachers often lack the necessary skills and proficiency to implement multiliteracy pedagogies effectively. The implementation of multiliteracy at primary school has been done by (Kulju et al., 2018). The multimodality of meaning-making in text analysis and text production acknowledges the diversity of learners.

CONCLUSION

Multiliteracy learning is focused on learning supported by various types of media and technology so that students' understanding is broader. A good understanding can also improve student learning outcomes. Students' multiliteracy learning in phase C class cannot be separated from the teacher's role in managing learning. The three main aspects of ensuring learning runs well are planning, implementation, and assessment. One of the determining factors for good management of these three aspects of learning is teacher self-awareness.

The results of the research questionnaire on teacher awareness in developing teaching that accommodates multiliteracies in phase C are divided into three stages: planning, implementation, and evaluation of the assessment. In the planning stage, the average score was 3.52. This shows that teachers know students' needs and actively integrate them into learning plans. Teachers' capacity to develop and develop learning plans varies. In the implementation stage, the average score was 3.79. This shows that teachers commit to multiliteracy teaching by consistently following their plans and reflecting on learning strengths and weaknesses. In the evaluation stage, the average score was 3.72. This shows that the teacher has assessed the students according to multiliteracy learning. However, there is potential for improvement in developing and refining multiliteracy evaluations independently and in producing diverse and accurate assessment tools.

This research contributes to elementary school teachers' understanding of the importance of teacher awareness of multiliteracy learning so that students' understanding is broader and can produce good student learning outcomes. This research is the basis for developing a program for implementing multiliteracy activities at the elementary school level to develop students' independence as creative, innovative, productive, and characterful learners.

ACKNOWLEDGEMENT

The article's author would like to thank LPPM Universitas PGRI Madiun for supporting and financing the research.

REFERENCES

- Al-Abdullatif, A. M. (2020). Investigating self-regulated learning and academic achievement in an eLearning environment: The case of K-12 flipped classroom. *Cogent Education*, 7(1), 1–18.
- Arikunto, S. (2017). *Metodologi Penelitian (Research methodology)*. PT. Rineka Cipta.
- Ariyati, D. (2010). Pendidikan Karakter melalui Pembelajaran Berbasis Literasi Kritis. *Seminar Nasional, PS PBSI FKIP Universitas Jember*, 655–662.
- Atabekova, A., Lutskovskaia, L., & Gorbatenko, R. (2021). Developing multiliteracy skills and pragmatic communication awareness of university students learning a foreign language (English) for specific purposes. *Thinking Skills and Creativity*, 42, 100956. <https://doi.org/10.1016/j.tsc.2021.100956>
- Atabekova, A., Lutskovskaia, L., & Gorbatenko, R. (2022). Retraction notice to “Developing multiliteracy skills and pragmatic communication awareness of university students learning a foreign language (English) for specific purposes” [Thinking Skills and Creativity Volume 42, December 2021, 100956] (*Thinking S. Thinking Skills and Creativity*, 46(October), 101153. <https://doi.org/10.1016/j.tsc.2022.101153>
- Dewayani, S., Retnaningdyah, P., Susanti, D., & Antoro, B. (2021). *Panduan Penguatan Literasi & Numerisasi Di Sekolah*.
- Donley, K. (2023). Defining and negotiating translingual awareness in “monolingual” teacher education. *Social Sciences and Humanities Open*, 7(1), 100408. <https://doi.org/10.1016/j.ssaho.2023.100408>
- Ghimire, N. B., & Pandeya, Y. P. (2020). Early grade teachers' awareness and skills on multiliteracies pedagogies. *Scholars' Journal*, 3, 1–15. <https://doi.org/10.3126/scholars.v3i0.37126>
- Gutiérrez-García, L., Sánchez-Martín, J., Blanco-Salas, J., Ruiz-Téllez, T., & Corbacho-Cuello, I. (2024). Use aromatic plants and essential oils to teach physics and chemistry to enhance motivation and sustainability awareness among primary education trainee teachers. *Heliyon*, 10(15). <https://doi.org/10.1016/j.heliyon.2024.e35301>
- Hu, J., & Yu, R. (2021). The effects of ICT-based social media on adolescents' digital reading performance: A longitudinal study of PISA 2009, PISA 2012, PISA 2015 and PISA 2018. *Computers and Education*, 175(2), 1–12. <https://doi.org/10.1016/j.compedu.2021.104342>
- Imran, M. E., Sopandi, W., Musthafa, B., & Riyana, C. (2020). *Pengembangan Pembekaharan Multiliterasi Bagi Guru Sekoah Dasar Melalui Model RADEC*. CV Raga Mulya Institusi.
- Imran, M. E., Sopandi, W., Musthafa, B., & Riyana, C. (2021). Kompetensi Guru Dalam Mengajarkan Multiliterasi Di Sekolah Dasar. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 5(2), 249.

<https://doi.org/10.32934/jmie.v5i2.388>

- Istiqbal, M., Istiyono, E., Widihastuti, Sari, D. K., Danni, R., & Safitri, I. (2024). Construction of Mathematics Cognitive Test Instrument of Computational Thinking Model for Madrasah Aliyah Students. *Nazhruna: Jurnal Pendidikan Islam*, 7(2), 475–492. <https://doi.org/10.31538/nzh.v7i2.4425>
- Jati, S., Tryanasari, D., & HS, A. K. (2022). Kemampuan literasi informasi siswa sd di wilayah kabupaten madiun. *Seminar Nasional ...*, 1, 440–444.
- John W. Creswell. (2015). *Educational Research palnning, Conducting, and Evaluating Quantitative and Qualitative Reseach* (4th ed.). Pearson.
- Kemdikbud. (2024a). *Rapor Pendidikan Kota Madiun 2023*.
- Kemdikbud. (2024b). *Rapor Pendidikan Nasional 2023*.
- Kulju, P., Kupiainen, R., Wiseman, A. M., Jyrkiäinen, A., Koskinen-Sinisalo, K.-L., & Mäkinen, M. (2018). A Review of Multiliteracies Pedagogy in Primary Classrooms. *Language and Literacy*, 20(2), 80–101. <https://doi.org/10.20360/langandlit29333>
- Kurniawati, K., Kartowagiran, B., Wuryandani, W., Retnawati, H., & Herwin, H. (2022). Portraits of elementary schools in practicing integrated multiliteracy in learning: A phenomenological study. *Cypriot Journal of Educational Sciences*, 17(8), 2720–2732. <https://doi.org/10.18844/cjes.v17i8.7801>
- McLachlan, C., Nicholson, T., Fielding-Barnsley, R., Merce, L., & Ohi, S. (2012). Literacy in early childhood and primary education: Issues, challenges and solutions. *Literacy in Early Childhood and Primary Education: Issues, Challenges and Solutions*, 15, 1–332. <https://doi.org/10.1017/CBO9781139519397>
- McTighe, J., & Wiggins, G. (2005). *Understanding by Design - Expanded 2nd* (ASCD (ed.)). ASCD.
- Montoya, S. (2018). Defining Literacy. In <http://uis.unesco.org/>. UNESCO. <https://doi.org/10.1177/0022487100051004003>
- Nurnugroho, N., & Rochmiyati, S. (2024). Penggunaan Model Pembelajaran Multiliterasi untuk Meningkatkan Keterampilan Membaca Pemahaman Kelas IV Sekolah Dasar. 6(2), 1589–1598.
- Rahayu, L. M., Budaya, F. I., & Padjadajaran, U. (2012). Memahami Teks , Menangkal Hoaks : Understanding Texts , Preventing Hoaxes : *Kongres Bahasa Indonesia*, 16.
- Rahman, F. A., & S. Damaianti, V. (2019). Model Multiliterasi Kritis Dalam Pembelajaran Siswa Sekolah Dasar. *Jurnal Pendidikan Dasar*, 10(1), 27–34. <https://doi.org/10.21009/jpd.v10i1.11140>
- Rismayanti, I., Syahrudin, D., & Muliasari, D. N. (2017). Perbandingan Model Multiliterasi Menulis Imajinatif Dan Model Menulis Berbasis Genre Cerpen *Comparison of Imaginative Multiliteration Writing Model With Genre Based Writing*. 5(1), 169–177.
- Safitri, I., & Ansyari, R. (2024). The Calibration of Science Achievement Test Based on Integrated Islamic Curriculum. *8th International Conference on Education and Multimedia Technology (ICEMT)*, 329–336. <https://doi.org/10.1145/3678726.3678727>
- Safitri, I., Hansyah, P., & Siregar, D. A. (2023). Implementasi Media Pembelajaran Video Animasi IPA Berbasis Karakter Melalui Analogy Learning. *IKA BINA EN PABOLO: PENGABDIAN KEPADA MASYARAKAT*, 3(1), 42–51. <https://doi.org/doi.org/10.36987/ikabinaenpabolo.v3i1.3922>
- Safitri, I., Rosnawati, R., & Ansyari, R. (2024). Estimasi Kesalahan Pengukuran dalam Penilaian Sidang Skripsi: Generalizability Theory Analysis. *Afeksi: Jurnal Penelitian Dan Evaluasi Pendidikan*, 5(1), 162–168. <https://doi.org/https://doi.org/10.35672/afeksi.v5i1.220>
- Selayani, N. K., & Bayu, G. W. (2023). Pembelajaran Berbasis Multiliterasi di Sekolah Dasar: Bagaimana Mengoptimalkannya? *Jurnal Ilmiah Pendidikan Profesi Guru*, 5(3), 466–478. <https://doi.org/10.23887/jippg.v5i3.57400>
- Sop, A., & Çeliktürk Sezgin, Z. (2021). Preservice Teachers’ Knowledge and Awareness of Supporting Early Literacy. *Psycho-Educational Research Reviews*, December. https://doi.org/10.52963/perr_biruni_v10.n3.11
- Sugiyono. (2015). *Metode Penelitian (Pendekatan Kuantitaif, Kualitatuf, dan R&D)*. CV Alfabeta.
- Wei, L. (2018). Translanguaging as a Practical Theory of Language. *Applied Linguistics*, 39(1), 9–30. <https://doi.org/10.1093/applin/amx039>