Development of Tringo Based Multiliteracy Learning Model Design as an Effort to Improve Student Writing Skills

Muhammad Zidni Ilman Nafi'a[1,*], Dedi Kuswandi[1], Agus Wedi[1]

[1] Department of Educational Technology, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia
*Corresponding author. Email: azzyzidni@gmail.com

ABSTRACT

This research wass motivated by the problems faced in learning to write because of the low literacy of students. These problems also stem from the complexity of the writing process, an ineffective learning process, and the challenges of the times that require students to have various literacy skills. Writing is important because it is able to maintain the understanding that has been obtained. Writing is an activity that is considered difficult by students because it requires practice with a long process. Therefore, the purpose of this research is to produce an appropriate and effective learning model design in order to improve students' writing skills. The subjects of this study were students of the Senior High Scohol Nasional Malang. The method used in this research is research and development using modified Borg and Gall research procedures. The approach in this development adopts the Tringo concept from Ki Hadjar Dewantara. With the idea put forward by this researcher, it is hoped that the research subject can experience an increase in writing skills.

Keywords: multiliteracy, writing skills, tringo learning concept.

1. INTRODUCTION

The development of science and technology has changed the way people communicate and socialize which also needs to be followed by a change and adjustment in literacy learning. Through a culture of literacy, it is hoped that the nation's generations will be able to become individuals with broader scientific insights and knowledge and able to think well in dealing with various situations and problems in life. However, efforts to cultivate literacy seem to experience obstacles in the process of learning to write, because writing activities involve several important aspects needed during writing activities, for example the level of linguistic knowledge, provisions in writing, vocabulary and grammar [1]. In this 21st century, education has living in a digital age and with the challenges of digitalization getting bigger. In this century, every student at all levels has access to or experience with technology [2]. However, the current development of technology cannot actually break students' interest in literacy, UNESCO said that Indonesia is second from the bottom in terms of literacy [3]. Meanwhile, in a report released by HootSuite and We Are Social with the title "Digital 2021", internet usage in Indonesia in early 2021 reached 202.6 million people. This number increased by about 15.5% or around 27 million people compared to January 2020. The total population of Indonesia is around 274.9 million people. That means, the percentage of internet usage in Indonesia will reach around 73.7% in early 2021, as shown at Figure 1.

Figure 1 Internet usage data in Indonesia in early 2021 [4]

The imbalance of reading literacy level with active social media is one of the reasons why many people are still easily eaten by hoaxes. Many irresponsible parties take advantage of this situation to continue to spread false news to hate speech on social media. Therefore, a teacher must be able to guide students to connect experiences with various types of technology, literacy, and education [5]. One of the learning models that can be used to improve students' writing skills is a model developed based on the concept of multiliteracy. The Partnership for 21st Century Skills make 21st century learning formulas as 3Rs X 7Cs = 21st Century Learning [6]. Meanwhile, according to Marocco's view, it is said that the formula for the multiliteracy learning model is 4 Kt X 10 Ks = Multiliteracy Learning Model [7]. (Abidin, Mulyati and Yunansah, 2021). The formula is a combination of 4 multiliteracy skills which include reading, writing, spoken language, and knowledge of technology skills with 10 learning competencies which include (1) creativity and innovation; (2) critical thinking, problem solving; (3) meta-cognition; (4) communication; (5) collaboration; (6) information literacy; (7) technology literacy; (8) citizenship attitude; (9) life and career; (10) responsibility for social issues, including awareness of competence and culture.
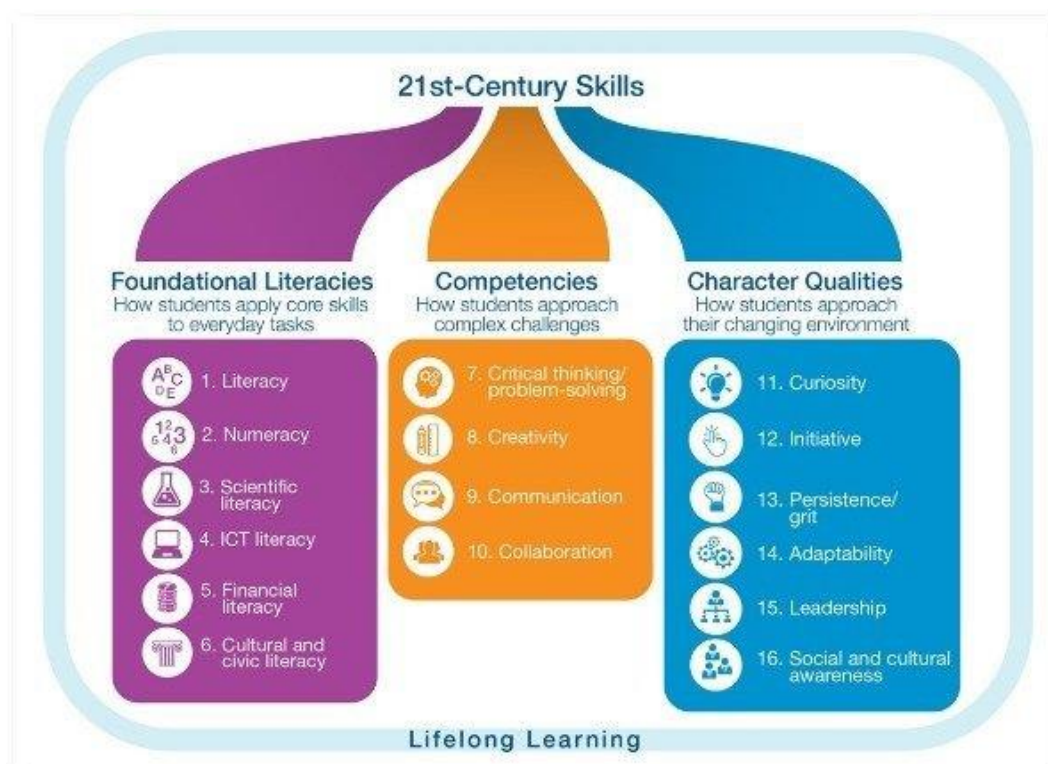

Figure 2 21st Century Skills [8]

In facing the development of the times in this era of globalization and digitalization, a student needs to be equipped with a concept of thinking that can be used as a basis for thinking. One of the learning concepts that can be used as a basis for thinking for students in multiliteracy learning is the Tringo concept. The concept of Tringo learning is a concept taken from Ki Hadjar Dewantara theory. This concept can be developed in various learning components. The Tringo learning concept is a classic concept that can be developed both as a learning model, learning resources, learning strategies and so on [9].

This learning concept was chosen because it is able to show the beauty of learning that starts from students' awareness to understand [10]. Basically, the learning objectives that are commonly used today are the learning concepts taught by Ki Hadjar Dewantara, because what he wants to achieve is cognitive (ngeri), affective (ngrasa), and psychomotor (nglakoni) [11]. In accordance with this statement, the author views that the Tringo learning concept is able to encourage students to become tough, responsive and strong individuals.

2. METHOD

This research was conducted at the Senior High School Nasional Malang. The time used in this study was 3 months. The subjects studied were 10th grade students, totaling 40 students. This study is based on the research and development procedures of Borg and Gall (1989) with some adjustments based on the limitations of the study.

The modification of the procedure refers to the Sukmadinata research and development procedure on the basis of the similarity of the concept with the research and development procedure of Borg & Gall. In addition, these modifications have also been tested because they have been used in many studies. The research procedure consists of three stages, namely: (1) preliminary study; (2) model development; and (3) model test [12].

A literature study is conducted in order to examine various concepts or theories as well as the results of previous research relating to the product to be developed as a basis for developing a learning model. a field survey was conducted to collect data related to the implementation of learning in the field regarding aspects that need attention as material for the preparation of a draft model. Data collection at this stage is carried out to obtain more accurate information and better understand the facts related to the problems faced by students in terms of writing practice in the context of learning. the preparation of a product or draft model is carried out to produce a learning model design that is believed to be effective in being used as a solution to writing problems and as a learning model design that is in accordance with the needs of learning to write. The stages of developing the learning model design can be seen in Figure 3.
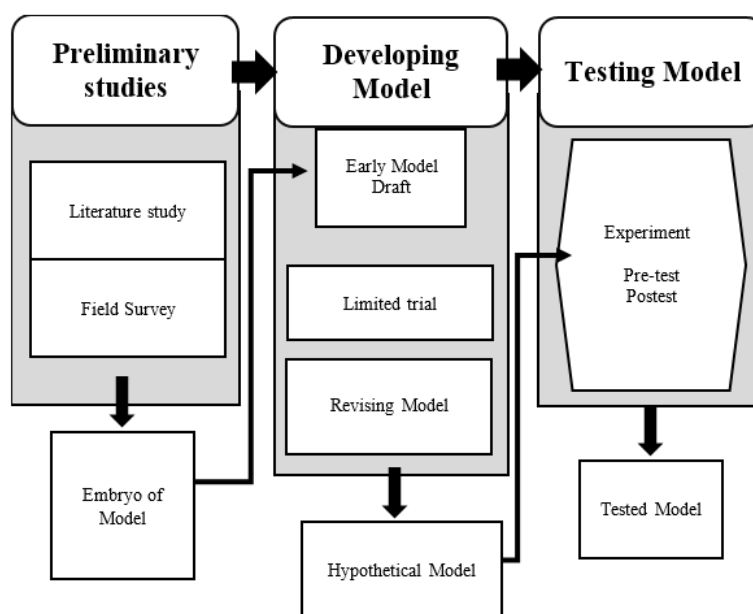

Figure 3 Learning Model Design Development Procedure [12]

The types of data obtained are quantitative and qualitative data. Then the writer will analyze the data and describe it. The data analysis technique used is normality test, homogeneity test and F test.

3. RESULT AND DISCUSSION

This research is limited to a multiliteracy learning model to improve students' writing skills. This research was conducted at the Senior High School Nasional Malang, with the subject of grade 10 students. The time used in this study was 3 months. The learning model developed by the researcher is a multiliterate learning model with the Tringo learning concept approach as a stimulus to maximize the learning model that the researcher designed.

Tringo learning concept is used because the concept can be developed into various learning components, including the multiliteracy learning model that is being adopted by researchers. The concept of Tringo learning has the meaning of ngerti, ngrasa, nglakoni [13].

This learning concept is suitable to be combined with multi-literacy learning because it is able to show the beauty in the learning process that starts from students' awareness to understand. The concept of understanding means that students are able to understand deeply each material and learning activities that they do (deep understanding) [14]. The concept of feeling means that students are able to take meaning from each of their learning activities (meangingfull) [10]. And the concept of nglakoni (action) means that students are able to use all their abilities to solve problems in real life [14] [15].

Tringo learning concept is related to metaphorical activities, and creative processes that can be done consciously. Metaphor builds a comparative relationship between an object or idea and another object or idea by exchanging positions [16]. Systematically, students are given the freedom to find their own learning resources. Through this system there is a creative process, which can connect something familiar with something unfamiliar or create new ideas from ordinary ideas. This is in line with the multiliterate learning model that is able to encourage students to recognize new learning resources because there are aspects of mastering information, communication and digital technology [17].

Previous research on the use of multiliteracy learning models has been done. The results of Dafit's research (2017) prove that multiliteracy learning is effectively used in learning to read and write [18]. Furthermore, Azizah (2015) in her research showed positive results with evidence of improvements in students' processes, activities, and writing abilities [19]. The multiliteracy learning model is able to make learning more fun, interesting, and foster student interest in writing independently.

Research conducted by Kuswandi (2018) reveals that the application of the Tringo approach has a direct learning impact and there are also accompanying impacts. [20]. The direct impact is (1) students are given the opportunity to express themselves in the form of learning outcomes documents; (2) learning management through individual, independent, group, and classical activities is expected to provide an increase in student activity and creativity. While the accompanying impact is the beauty of learning rooted in students' learning awareness to understand (deep understanding) what they are learning, feel (internalize) what they have learned into their hearts and minds as a manifestation of their learning outcomes (Ngroso) and implement or apply their learning outcomes in the classroom. in the real life of students (Nglakoni). With the help of digital technology that is in its "hands", it will further help facilitate ongoing learning activities. The framework of the Tringo-based multiliteracy learning design model that has been developed by researchers can be seen in Figure 4.
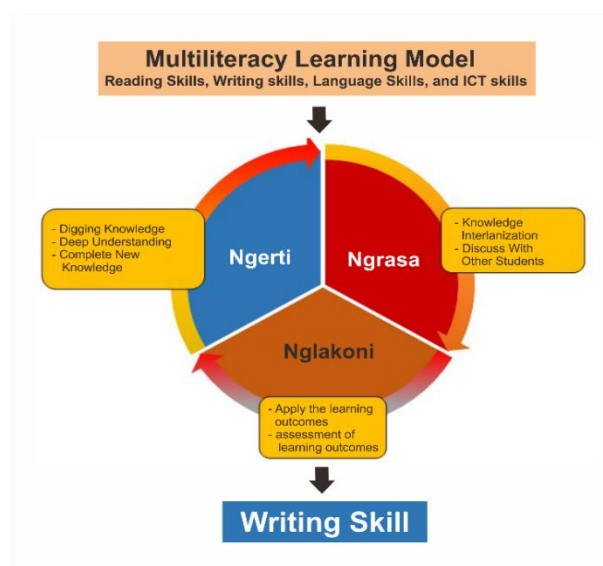

Figure 4 Framework of the Tringo-based multiliteracy learning design model

4. CONCLUSION

T Utilization of the right learning model will help the learning process achieve learning objectives. The multiliteracy learning model was adopted in order to improve students' writing skills. The Tringo learning concept is used as an approach in the learning process because it is able to provide beauty in learning. Aspects of deep understanding, internalization of understanding, and application of understanding are important components in achieving learning objectives using the model. In accordance with the literature review that has been carried out, this research is designed to solve the problems identified

by the researchers by first conducting a needs analysis. The design of this learning model is expected to improve students' writing skills. The learning model design framework that has been developed by researchers will be followed up to be tested on learning design experts and teachers.

REFERENCES

[1] D. Y. Erkan and A. İ. Saban, "Writing performance relative to writing apprehension, self-efficacy in writing, and attitudes towards writing: A correlational study in Turkish tertiary-level EFL," Asian EFL J. Q. March 2011 Vol. 13, Issue, vol. 13, no. 1, pp. 164–192, 2011.

[2] Y. Andrian and R. Rusman, "Implementasi pembelajaran abad 21 dalam kurikulum 2013," J. Penelit. Ilmu Pendidik., vol. 12, no. 1, pp. 14–23, 2019.

[3] B. A. Saadati and M. Sadli, "Analisis pengembangan budaya literasi dalam meningkatkan minat membaca siswa di sekolah dasar," TERAMPIL J. Pendidik. dan Pembelajaran Dasar, vol. 6, no. 2, pp. 151–164, 2019.

[4] S. Kemp, "Digital 2021: 60 Percent of The World's Population Is Now Online," We Are Social, 2021. https://wearesocial.com/blog/2021/04/60-percent-of-the-worlds-population-is-now-online/ (accessed Nov. 19, 2021).

[5] U. Khasanah and H. Herina, "Membangun karakter siswa melalui literasi digital dalam menghadapi pendidikan abad 21 (revolusi industri 4.0)," 2019.

[6] Y. Abidin, Pembelajaran multiliterasi (sebuah jawaban atas tantangan pendidikan abad ke-21 dalam kobteks keindonesian). Bandung: PT. Refika Aditama, 2015.

[7] Y. Abidin, T. Mulyati, and H. Yunansah, Pembelajaran Literasi: Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis. Bumi Aksara, 2021.

[8] weforum, "Tantangan Mengajar 21st Century Skills," Ludere Nusantara, 2020. https://ludenara.org/tantangan-mengajar-21st-century-skills/ (accessed Nov. 19, 2021).

[9] R. C. Diana and D. Kuswandi, "Implications of Cooperative Blended Learning Model as an Effort to Improve Students' Scientific Writing Skills," in 6th International Conference on Education and Technology (ICET 2020), 2020, pp. 332–334.

[10] D. Kuswandi, R. C. Diana, A. D. S. Goncalves, and S. Pereira, "The Relationship Between Tringo Learning Strategy And High-Order Thinking Skills," 2019.

[11] A. Wijayanti and T. Ernawati, "Development of Digital Worksheet Based on Ngerti, Ngrasa, Nglakoni to Improve College Student Lifeskill," Unnes Sci. Educ. J., vol. 9, no. 1, pp. 1–6, 2020.

[12] Sukamadinata, Metode Penelitian Pendidikan. Bandung: Remaja Rosdakarya, 2012.

[13] D. Kuswandi, Z. Z. A. Thaariq, and L. R. Ramadhani, "The Role of Educational Technologists in Building the Skills of Early Childhood Teachers With TRINGO Ki Hadjar Dewantara Approach," in 2nd Early Childhood and Primary Childhood Education (ECPE 2020, 2020, pp. 138–143.

[14] A. Wijayanti and A. Widowati, "Tringo Tamansiswa (Ngerti, Ngrasa, Nglakoni): The Development of Subject Specific Pedagogy with Value Clarification-Inquiry Learning," J. Pena Sains, vol. 6, no. 2, 2019.

[15] R. C. Diana, D. Kuswandi, and S. Ulfa, "Konsep Pembelajaran TRINGO pada Mata Kuliah Model Pengembangan Kurikulum," J. Kaji. Teknol. Pendidik., vol. 2, no. 2, pp. 90–95, 2019.

[16] Z. Z. A. Thaariq, D. A. Wijanarko, and D. Kuswandi, "Desain Elaborasi Dengan Pendekatan Tringo Ki Hadjar Dewantara Dalam Bangunan Pembelajaran Digital," in Seminar Nasional Teknologi Pembelajaran, 2021, vol. 1, no. 1, pp. 300–313.

[17] B. Cope and M. Kalantiz, A pedagogy of multiliteracies: Learning by design. Springer, 2016.

[18] F. Dafit, "Pengaruh Model Pembelajaran Multiliterasi terhadap Kemampuan Membaca Siswa Sekolah Dasar," J. Inov. Pendidik. Dan Pembelajaran Sekol. Dasar, vol. 1, no. 1, 2017.

[19] I. Azizah, Y. Abidin, and H. Yunansah, "Penggunan model multiliterasi untuk meningkatkan kemampuan menulis karangan eksposisi," J. PGSD Kampus CIbiru, vol. 3, no. 2, 2015.

[20] D. Kuswandi, H. Praherdiono, and A. J. E. Toenlioe, "Synectics Learning and" Tringo" Model for Blended Learning System Application," 2017.