# Pedagogical Competence of Elementary School Teachers in Multiliteracy Learning within Independent Curriculum

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**Abstract:** This research aims to determine the pedagogical competence of elementary school teachers in implementing multiliteracy learning in the Merdeka Curriculum, especially the practical part in the classroom, and to find out the supporting and inhibiting factors experienced by teachers in implementing multiliteracy learning in the Merdeka Curriculum in teaching and learning practices in the school. The research was carried out. This research uses a descriptive qualitative approach. Data collection uses observation, interviews, and documentation with analysis techniques with validity tests according to Miles Huberman and NVivo 12 Plus software. The results of this research show that teachers at SD Negeri 2 Pejawaran have implemented pedagogical competence well, characterized by a safe and comfortable learning environment for students in multiliteracy learning, student-centered learning in multiliteracy learning, Assessment, feedback and reporting that is centered on multiliteracy learning students, Using diverse sources of learning information, Critical evaluation of sources of information, Production, presentation, and variety of information through various texts, Supporting the use of multiliteracy to promote goodness. The supporting factors are fellow teachers, reading corner, students, library, Merdeka Mengajar application, and Mading. Apart from that, the inhibiting factor is the availability of books in the school library.

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## INTRODUCTION

The Independent Curriculum is a curriculum that will be implemented in 2022 in stages. The independent curriculum is a curriculum that focuses on the breadth of teachers in implementing learning according to the needs and lives of students (Almaida et al., 2023; Nugraha, 2022; Syaripudin et al., 2023). In reality, the usefulness of the independent curriculum has yet to be understood by teachers, especially in elementary school units(Ainie et al., 2023; Putu et al. et al., 2023). This is supported by the results of research conducted by (Silaswati, 2022) that the implementation and concept of the Independent Curriculum in Bandung Regency among elementary school teachers still needs to improve, one of which is the teacher's ability. One of these abilities is pedagogical competence(Liu, 2021a, 2021b; Mubarok, 2023; Prihatini, Sugiarti, et al., 2022; Setyarum & Aulia, 2023).

Another case based on Astuti (2020) regarding this competency is that teachers design lesson plans only for administrative activities, not for achieving joint learning goals in class. From the description of the problem above, the result of the low competence of teachers, especially in elementary schools, in understanding the latest curriculum impacts students' multiliteracy activities in Indonesia (Araos-Gallardo, 2022; Indriyani et al., 2023; Ylivuori & Ojaranta, 2023).

*Multiliteracy activities* in Indonesia in elementary schools are defined as language or literacy competencies of students in three domains, namely content, culture, and media (Araos-Gallardo, 2022; Dewi et al., 2023a, 2023b; Indriyani et al., 2023; Kangas & Rasi, 2021; Palsa & Mertala, 2022; Valverde-Berrocoso et al., 2021, 2022). Based on the results of an assessment which was carried out by the

Educational Assessment Center (Puspendik) of the Ministry of Education & Culture, data was found showing that students' reading competency in Indonesia was 46.83% in the poor category, 47.11% in the sufficient category and 6.06% in the excellent category (Nurbaeti et al., 2022). According to data books, this data is strengthened by literacy gains in Indonesia in 2020. *metadata.co.id* with the best or first place in literacy, namely DKI Jakarta, classified as medium, and several other areas are low to very low. The problem of low literacy is also felt by elementary schools, especially teachers in this unit in the Pejawaran District area. This sub-district is one of the areas of Banjarnegara Regency, Central Java Province. This sub-district has educational units from kindergarten to high school level. The elementary school is the academic unit with the highest number of teachers in Pejawaran District. Based on the site*dapo.kemdikbud.go.ld* In 2022, the number of teachers in primary schools in Pejawaran District will reach.

The teacher data is followed by school data, namely 29 elementary schools and 3,302 students. One of the elementary schools that is a place for activities to improve the quality of language competence, namely literacy, is SD Negeri 2 Pejawaran. However, the results of the education report card on July 11, 2023, show that student competency in the field of literacy is classified as good and will increase from 2022 to 2023. The data obtained in the literacy education report card in 2022 shows 1.38 in a category far below drinking competency. Still, in 2023, literacy in this school's education report card will increase to 83.33 in the good achievement category.

Based on the results of direct field observations on September 21, 2023, teacher competency in this elementary school also supports multiliteracy learning, such as using various sources of information in digital and social media-based learning and creating scientific projects from classroom activities using multiple sources. Not only that, but teachers also take advantage of Wall *magazine* for literacy needs in schools for learning. Teacher competency in carrying out this learning is carried out by connecting it to the Independent Curriculum (Purnomo et al., 2023).

Research has also been carried out on this potential by Prihatini, Agung, et al., (2022) regarding pedagogical competence in implementing multiliteracy in Merdeka Belajar with recommendations directed towards conducting a deeper study regarding the practice of pedagogical competence in multiliteracy learning. Setyarum & Aulia (2023) *describes teachers' pedagogical competencies using logbook media.* Madyaning Ratri et al. (2024) *state that the* implementation of multiliteracy pedagogy as an inheritance of the cultural values of the Indonesian nation can be inherited, so it is hoped that Indonesia's golden generation of 2045 will be able to participate actively in the international world with the Pancasila character as a characteristic of the nation's culture. Based on previous studies, this has research potential related to teacher pedagogy in implementing multiliteracy, specifically in implementing the independent curriculum in elementary schools in depth with different research subjects.

Based on the potential and recommendations of existing research, conducting a more profound study on implementing pedagogical competency practices in multiliteracy at SD Negeri 2 Pejawaran is necessary. This research aims to determine the pedagogical competence of elementary school teachers in implementing multiliteracy learning in the Independent Curriculum, especially the practical part in the classroom, and determine the supporting and inhibiting factors experienced by teachers in implementing multiliteracy learning in the Independent Curriculum in teaching and learning practices in the school. It is hoped that this will contribute to SD Negeri 2 Pejawaran and other schools in the pedagogical competence of elementary school teachers in implementing quality multiliteracy learning in the Independent Curriculum.

## METHOD

This research uses descriptive qualitative research. The results of descriptive data produced from data through interviews, observation, and documentation with various research subjects are compared with the reality faced. The theory, dissected in a qualitative descriptive approach, is used to discover the results of problems that occur in situations or conditions of certain social phenomena (Yusanto, 2019). This research activity was conducted at SD Negeri 2 Pejawaran, Banjarnegara, Central Java, from October 2023 to February 2024. The subjects of this research were determined using the purposive sampling

technique, *class* I, IV, and V teachers at SD Negeri 2 Pejawaran.

Interviews with structured interviews with a total of 34 questions asked to the teacher. This research uses a participatory observation method, which involves observing directly and measurably. The data obtained from this method is how to practice pedagogical competence in implementing multiliteracy learning for students in grades I, IV, and V at SD Negeri 2 Pejawaran. Furthermore, documentation is used by existing questionnaires to support the interview results. The interview, observation, and documentation instruments used were instruments that the validator from PGSD UAD had validated.

This research uses a data validity test as a triangulation technique with the Miles Huberman analysis technique, which consists of data collection, data reduction, data presentation, and verification (Sugiyono, 2019), the following in picture 1.

Data collection → Data Reduction → Data Presentation → Verification

**Figure 1.** Technique of Data Analysis

Next, the data in this study was analyzed using NVivo 12 Plus software. NVivo 12 plus is a tool used for qualitative research with sources from a text in the form of textual and multimodal data in large and small scope (Muliana et al., 2023). The researcher then described the results of this analysis to describe teachers' pedagogical competence in implementing multiliteracy in the independent curriculum in elementary schools.

## RESULT AND DISCUSSION

**Table 1.** The results of this study

| No. | Indicators | Interviews | Observation Yes | No | Documentation | Conclusion |
|---|---|---|---|---|---|---|
| 1. | A safe and comfortable learning environment for students in multiliteracy learning | In providing a safe and comfortable learning environment for students, what is done is to have discussions between teachers regarding school wall coverings. | √ | | The teacher discusses the school wall as a source of information for students.  | In providing safe and comfortable activities for students, teachers use various sources of information to discuss with each other to design school wall coverings. This discussion was carried out so that a wall magazine concept would support all students' activities in obtaining various information. Therefore, teachers give each other ideas for school media. |

| No. | Indicators | Interviews | Observation Yes | Observation No | Documentation | Conclusion |
|---|---|---|---|---|---|---|
| 2. | Student-centered learning in multiliteracy learning | Teaching module guidance in media blindness *Pop-Up* group based between teachers for student-centered learning | √ | | Teachers guide their colleagues regarding teaching modules.  | Student-centered learning is designed interestingly by the teachers at the school. One of them is a teacher who guides a media production group. Through this media, it is hoped that it can be a part of supporting student activity and using various sources of information. |
| 3. | Learner-centered assessment, feedback, and reporting in multiliteracy learning | Collaboration in compiling evaluations to be uploaded to the Ekin application between teachers in Independent Curriculum learning activities. | √ | | Teachers collaborate on evaluation designs to be uploaded to the Ekin application.  | In preparing learning evaluations, teachers collaborate to provide suggestions and criticism so that evaluation activities can be helpful for the participants' activeness. Therefore, teachers work together to design evaluations, which will later be uploaded to the Ekin application. |
| 4. | Teachers use a variety of learning information sources. | Teachers and students use various sources of information from teachers when learning outside the classroom. | √ | | Students carry out learning outside using sources of information from books and newspapers. | Teachers carry out outdoor learning with students by utilizing information sources like storybooks and newspapers. The |

| No. | Indicators | Interviews | Observation Yes | Observation No | Documentation | Conclusion |
|---|---|---|---|---|---|---|
| | | | | |  | use of this resource by teachers is intended so that students can find a variety of information and utilize the school environment for learning. |
| 5. | Penil Critical assessment of the source of the information | The teacher provides opportunities for students to carry out critical assessments by asking and guiding the requested questions. | √ | | Teachers guide students who ask questions during learning using various sources of information.  | The teacher's critical assessment is to provide opportunities for students to ask questions and provide guidance. Questions asked by students are then followed up by the teacher by helping to solve the problem of the question. |
| 6. | Production, presentation, and various information through various texts | Teachers carry out learning using various sources of information for students by producing products, and the teacher provides opportunities for students to make presentations in groups. | √ | | Students make product presentations pop-*Up* from the opportunities given by the teacher.  | The teacher allows students to work in groups to make products. The results that have been created are then presented by the students in front of the class. This activity is also carried out in multiliteracy learning. |
| 7. | Support the use of multiliteracies to | Teachers use social media wisely to support multiliteracy | √ | | multiliteracy activities | Teachers use social media like Instagram to disseminate information to |

| No. | Indicators | Interviews | Observation Yes | No | Documentation | Conclusion |
|-----|-----------|-----------|-----|----|---------------|------------|
| | promote kindness. | activities by promoting information about the curriculum. | | | Teachers' use of Instagram social media to promote  | the general public wisely and well. This is done by providing information about curriculum changes that occur in Indonesia. Not only that, teachers also expand information to support multiliteracy activities. |

Based on Table 1, the implementation of the pedagogical competence of elementary school teachers in implementing multiliteracy learning in the Merdeka Curriculum is as follows.

1. **A safe and comfortable learning environment for students in multiliteracy learning.**

Providing a safe and comfortable learning environment is about discussion, collaboration, and evaluation on the wall panels, reading corners in the classroom, and the library as an environment that supports multiliteracy learning. According to the research results on wall magazines or mass communication media, school magazines are a source of religious information and communication media for students (Pratama et al., 2022).

Reading corners are available in classes V, IV, and I and the school library. A reading corner at SDN 2 Pejawaran does not replace the library's role. Still, it motivates students and makes it easier to access books as a source of information. According to research (Agustina et al., 2022), the reading corner can make it easier for students to read books and not change the library's role.

This is proven from the results of interviews, with the most frequently mentioned sentence being the school library. Not only that, but based on the results of observations and documentation, the SDN 2 Pejawaran library is also supported by motivational sentences, vocabulary, pictures, and a reading corner. Excellent and attractive library management is an attraction for people to come to this place. The research results show that a beautiful and functional room arrangement attracts students to the library (Sodik, 2022).

Based on the results of the discussion above, it can be concluded that a safe and comfortable learning environment for multiliteracy learning at SDN 2 Pejawaran is carried out by optimizing the reading corner, wall magazine, and school library through evaluation, discussion, and collaboration activities with other teachers so that it is easier for students to read. Entice people to visit information sources and become a communication medium for students.

2. **Student-centered learning in multiliteracy learning**

Based on Table 1 (point 2), Learning activities with the center are students using diverse information sources carried out at SDN 2 Pejawaran by teachers through discussion activities or exchange of information about project-based teaching modules. Pop-Up specifically guides other teachers and students in carrying out multiliteracy learning independently. Providing mutual guidance for the good of students is one of the teacher's roles, namely the role of collaborator. According to

research, a collaborator is a teacher who can work with parties related to the school, including colleagues, to create learning supporting students' competencies (Seknun, 2023).

Class V, IV, and I teachers also conduct talent, interest, and ability analysis activities. This analysis is implemented by looking at the achievement of learning objectives. This process is carried out so that students can actively ask questions and discover the obstacles to learning outcomes. According to research (Utami et al., 2020), there is a significant influence on student learning outcomes with their talents and interests.

The teacher's motivating words encourage students who are active in class. In this research, the teacher provides enthusiasm to inspire students to learn. Based on research, the determination, confidence, and interest in learning shown by students are the motivational activities of a teacher (Zakarya et al., 2023).

Based on the results of the discussion regarding student-centered learning in multiliteracy learning, it can be concluded that the role of teacher collaborators is to be able to analyze students' talents and interests and provide motivation so that it becomes part of the teacher's activities in implementing pedagogical competence in multiliteracy learning, namely learning that is centered on learners.

3. **Student-centered Assessment, feedback, and Reporting in multiliteracy learning**

Multiliteracy learning activities that are student-centered must also be considered by teachers in terms of evaluation. Implementing evaluation of research results, namely interviews and observations, teachers carry out this activity by collaborating in preparing learning evaluation reports with fellow teachers and providing assessments to students. This implementation is part of the evaluation function. Based on research (Hamzah B, 2019), the function of evaluation for teachers is to provide feedback for teachers regarding learning with students as material for reflection, determining the acquisition of learning outcomes through assessment activities, and as material for teachers in reporting for subsequent learning so that it is better suitable again.

Class I, IV, and V teachers at SDN 2 Pejawaran in Assessment, feedback, and reporting from the evaluation function above also carry out reflection activities to design better teaching modules with the help of the Merdeka Mengajar application in the Merdeka Curriculum. The reflection activity process is also part of the teacher's duties as an evaluator. Based on research, teachers in the learning process are required to carry out assessments during the learning process until the end of the lesson, report learning outcomes on improvements in student learning in class, and reflect to improve the learning process (Febri & Mahlianurrahman, 2022). Based on the discussion above, forms of Assessment, feedback, and reporting centered on multiliteracy learning students can be carried out through evaluation and reflection as part of the evaluation function and the teacher's duties as an evaluator.

4. **Using a variety of learning information sources**

Various sources of information in multiliteracy learning are defined as using sources other than books and different types of texts. Teacher observations and interviews support this; students obtain sources of information from newspapers, and teachers manage resources for relevant learning from the Merdeka Mengajar application and learning videos on the Internet. In line with research conducted by (Nursalam et al., 2023), sources of information that can be accessed by teachers for use in learning are the Merdeka Mengajar application, teacher communities, and internet sources.

In the diverse sources of information, teachers also give newspapers to students to be a source of learning activities. According to research results, newspapers can be a process that helps implement learning in schools to carry out teaching and learning activities for students (Nasem et al., 2022). Therefore, teachers use the newspaper as a diverse source of information in addition to the books available at SDN 2 Pejawaran.

Diverse information sources also optimize text types, such as visual, audio, audiovisual, or other text. Class I, IV, and V teachers at SDN 2 Pejawaran combine image, text, and sound text types. Based

on research, using text that combines images, text, and sound is the best for the learning process in the classroom (Wati & Valzon, 2019)

Based on the results of the discussion above, it can be concluded that sources of religious information consist of:

a. Newspapers can be material that helps teachers in the learning process.
b. The Merdeka Mengajar application and online learning videos can be used by teachers to become relevant sources in teaching and learning with students.
c. The type of text used from images, text, and sound is the best for the student's learning process.

## 5. Critical Assessment of the source of the information

Another multiliteracy learning is critically assessing information sources that resonate with freedom of opinion. From the results of the triangulation of techniques and the Nvivo14 application, the teacher allows students to express their views through the questions asked. The teacher gives students who ask questions good guidance.

One of the activeness of students in learning is showing the behavior of being fond of asking questions. According to research conducted by (Farida Payon et al., 2021), one of the characteristics of student-centered learning is directing students to be active in class by asking questions to the teacher. Based on the explanation regarding critical Assessment of sources of information, teachers who allow students to ask questions and provide guidance can make students active in learning.

## 6. Production, presentation, and various information through various texts

The use of diverse sources of information in multiliteracy learning in research results at SDN 2 Pejawaran was found in the product section of students producing media *Pop-Up*, as in Figure 3 (Table 1). This media is helpful for multiliteracy learning because it motivates children to read. Based on research conducted (Ulfa & Nasryah, 2020), pop-up media has become an efficient medium for education, and three-dimensional image presentation attracts students to read it. Apart from research by (Pratiwi, 2017 Suwandi 2022) stating the use of digital devices in implementing multiliteracy learning.

Digital devices are also a component of digital literacy in student learning (Afrianti & Febriana, 2022; Mammadova, 2023). Based on research, digital literacy in schools is the implementation and use of various media such as computers, laptops, *smartphones*, and others (Heryani et al., 2022). This is supported by interviews showing that PPT or *Point* is also used by class I, IV, and V teachers in multiliteracy learning. Using this PPT becomes part of the presentation in learning using various sources of information. According to research conducted (Natalia & Tangkin, 2022; Simarmata et al., 2021; Sugiyarto et al., 2020, 2021a, 2021b) States that power *PowerPoint* is a medium used in learning most often as an aid for presentations. Further research also states that interactive videos positively influence enjoyable learning on multiliteracy learning (Diana Putri Amalia. M et al., 2022).

Another presentation role is that the teacher provides opportunities for students to present project results, as in Figure 3 (Table 1). Presentation activities carried out by students are part of student-centered learning. The method for teaching and learning is student-centered by providing opportunities for students to explain or present their learning results (Novita, 2019). Apart from that, this presentation offers the benefit of increasing self-confidence in students. Another use of various sources of information is through different information (Diana Putri Amalia. M et al., 2022; Jalal et al., 2023; Rizal, 2022; Syarif et al., 2021).

The information available on multiliteracy learning from the results of this research is managing internet use (Muchtarom et al., 2018a). The Internet is used by class V, IV, and V teachers as a source of information in learning activities. The use of the Internet in schools is used as a source of information about the process and implementation of learning for students (Fadli & Pardiyansyah, 2022; Gazali, 2018; D. Rahman, 2021; Rimawati & Wibowo, 2018).

Based on the description of the results of the discussion above regarding Production, presentation, and various information through various texts, it can be concluded that:

a. Media products consisting of pop-ups can motivate students to read and use digital devices as part of digital literacy.
b. Teachers carry out presentations via PPT media, and the students' presentation process is on media. Pop-Up is student-centered learning.
c. Various information on multiliteracy learning can be done by utilizing the Internet as a broad source of information for learning with students.

7. **Support the use of multiliteracies to promote kindness**.

Multiliteracy learning is used to support and promote goodness. The excellent promotion activities carried out by SDN 2 Pejawaran are responsible and wise in using social media to spread goodness. The social media used is the Instagram application to provide education about positive values and not spread the news (Muchtarom et al., 2018). This aligns with research (Amelia Rizky Idhartono, 2022; Ayu Rizki Septiana & Moh. Hanafi, 2022; Baharuddin, 2021; Gazali, 2018; Ghafara et al., 2023; Handayani, 2023; Hidayat et al., 2021; Muchtarom et al., 2018b; Widyastuti, 2018) that social media is a source of hoaxes so that use must be based on knowledge related to digital literacy.

Furthermore, the Instagram social media account at SDN 2 Pejawara uses the teachers' and school's accounts. The implications of the Instagram application can also be a meaningful learning process for students. Meaningful student learning activities can be done using social media like Instagram (Martarini et al., 2021). Apart from that, (Ramdani, Hadiapurwa, et al., 2021; Ramdani, Nugraha et al., 2021; Suhandono et al., 2021) shows that the use of social media in the form of TikTok can also be used for meaningful learning. Therefore, based on the description of activities that support the promotion of goodness in multiliteracy learning, it can be concluded that teachers using social media to promote good values and not spread fake news can be meaningful learning for students.

**Supporting and inhibiting factors in implementing multiliteracy learning in the Independent Curriculum**
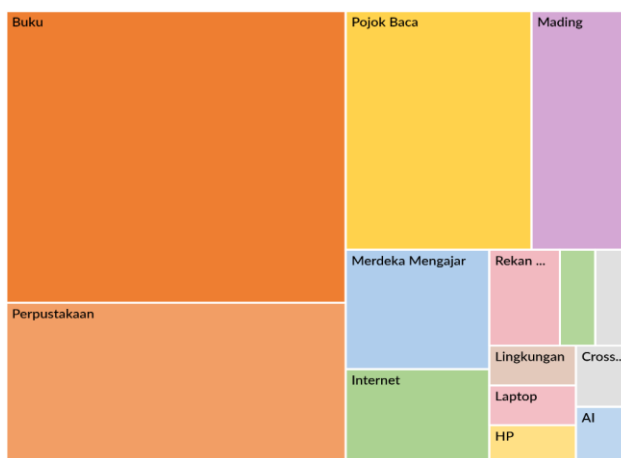


**Figure 2. Factors supporting and inhibiting Multiliteracy learning**

Based on Figure 2, the competency application has supporting and inhibiting factors.
1. **Teacher supporting factors in pedagogical competence**

Supporting factors for implementing multiliteracy learning in the independent curriculum at SDN 2 Pejawaran are fellow teachers, reading corner, students, the library, Merdeka Mengajar application, and Mading. These supporting factors help teachers find diverse sources of information, present various sources, motivate students to read, and conduct student-centered learning.

This is also in line with research (Nurwahidah & Iskandar, 2022) that shows that one of the differences between teachers in improving pedagogical competence is the availability of learning resources. Studies (Iswanto, 2020; Kustini, 2020; Prihatini, Sugiarti, et al., 2022; Prihatini &

Sugiarti, 2020; F. A. Rahman & S. Damaianti, 2019) also said that the sources used in implementing multiliteracy learning are not only books but can also be social media and various forms of information sources.

2. **Factors inhibiting teachers in pedagogical competence**

The inhibiting factor for teachers to implement multiliteracy learning in the independent curriculum at SDN 2 Pejawaran is that the books available in the school library as a source of information for teachers and students need to be updated, updated, and tend to contain textbooks. This is in line with research (Chaerunisa et al., 2023; Hazimah et al., 2022) that shows that the availability of books that suit the needs of students at school is crucial in multiliteracy in schools. (Chaerunisa et al., 2023; Hazimah et al., 2022; Iswanto, 2020; Kustini, 2020) It also states that books that are suitable for students must match the needs of students so that they help teachers in multiliteracy learning.

The teacher's solution to overcoming the limited number of books available in the library, which need to be updated and tend to contain textbooks, is to open activities. Donations are made *online* by distributing open book donation posters on social media and offline by directly distributing posters to people closest to them. This aligns with research (Marhani et al., 2023) that shows that open book donations can be made to provide opportunities for other people to provide learning resources.

Teachers can also provide reading materials on the Internet and digital books. This is in line with research by (Afrianti & Febriana, 2022; Kassim et al., 2019; Permatasari et al., 2022; Rizaldy et al., 2023; Wicaksono, 2022) that digital books and electronic media can be used to increase children's interest in reading.

## C. Research Limitations, Advantages, and Opportunities

The limitation of this research is that it is limited to providing an overview of pedagogical competence in the implementation of multiliteracy. Also, collecting research data must adapt to the respondent's schedule. This research has the advantage of being very focused on pedagogical competency research to implement multiliteracy learning in the independent curriculum at SDN 2 Pejawaran. Teachers and schools can use this advantage to improve and evaluate materials in implementing multiliteracy learning so that it is of higher quality. Another opportunity is that similar research may be developed in general or explicitly discussing multiliteracy in other schools.

## CONCLUSION

Based on the results and discussion of this research, the implementation of elementary school teachers' pedagogical competencies in implementing multiliteracy learning in the Independent Curriculum. Teachers at SD Negeri 2 Pejawaran have implemented pedagogical competencies well, characterized by a safe and comfortable learning environment for students in multiliteracy learning, student-centered learning in multiliteracy learning, Assessment, feedback and reporting that is student-centered in multiliteracy learning, Using diverse sources of learning information, Critical Assessment of sources of information, Production, presentation, and variety of information through various texts, Supporting the use of multiliteracies to promote goodness. The supporting factors are fellow teachers, reading corner, students, library, Merdeka Mengajar application, and Mading. Apart from that, the inhibiting factor is the availability of books in the school library. This research provides an overview, input, and evaluation for teachers and schools to continue to improve and maintain good grades in applying pedagogic competencies in implementing multiliteracy learning in the Merdeka curriculum era.

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