MODEL PEMBELAJARAN LITERASI PARTISIPATIF DENGAN PENDEKATAN CULTURALLY RESPONSIVE TEACHING

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ABSTRACT

This research aims to develop a participatory literacy learning model using the Culturally Responsive Teaching (CRT) approach. While CRT is recommended for implementation in education to strengthen the Pancasila Student Profile, there is a lack of similar research on literacy that integrates the CRT approach. The developed model includes 1) a CRT-based participatory literacy learning tool integrated into Indonesian language learning, 2) a Model Book, and 3) supporting applications on the Google Suite to be registered for Intellectual Property Rights (HKI). The research approach employed is a mixed-methods approach, utilizing the Research and Development (R&D) model. The 4D model comprises four stages: (1) Define, (2) Design, (3) Develop, and (4) Disseminate. Initial needs analysis includes a review of literacy, participatory learning, and culturally responsive teaching. Observations and initial interviews with teachers, students, and parents are conducted to gauge responses to literacy. A draft of the participatory literacy learning model with the CRT approach is then compiled. Validation is logically and empirically carried out in five schools in the DIY region. The effectiveness of the model is tested using a quasi-experimental design with a pretest-posttest control group design. Questionnaire data are quantitatively analyzed using Confirmatory Factor Analysis (CFA) in MPlus. The analysis of literacy competence test items employs the Rasch Model (RM) and its development, the Partial Credit Model (PCM), in accordance with dichotomous and polytomous scales. Quantitative analysis of experimental research data is conducted using the SPSS program. The research findings are as follows. 1) Teachers use various strategies in literacy teaching (reading-writing), such as SQ3R and KWL, but are not familiar with many other strategies. Literacy assessments by teachers are predominantly focused on reading comprehension (LOTS) with mostly multiple-choice questions, essays, and a limited use of multimodal texts. While teachers have a good understanding of Culturally Responsive Teaching (CRT), the implementation of CRT syntax in teaching practice needs clarification. 2) The language constellation of junior high school students, with 656 respondents, is dominated by Indonesian (656), English (620), Javanese (453), Mandarin (78), German (32), French (14), Sundanese (12), and Malay (5). The multilingual condition is mainly influenced by parental support, education, and mobilization. 3) Literacy teaching strategies are based on participatory learning. The literacy competency assessment for multilingual students consists of accessing and seeking information in texts, selecting relevant information, literal text comprehension, making inferences, connecting and predicting in both single and multiple texts, and evaluating and reflecting on text content for decision-making, making choices, and linking text content to personal experiences. Multilingual elements are integrated into the texts used. The developed test comprises 110 items in multiple-choice, matching, true-false, selection, and objective essay formats. The multimodal texts used have cultural and life aspect themes. The literacy test results indicate that students are still in the low category with a mean score of 74.9, suggesting the need for further efforts to improve literacy competence.

Kata Kunci: *literacy, partisipative, partisipatory learning, culturally responsive teaching*