

# **Literacy Learning and Assessment Strategies with a Culturally Responsive Teaching Approach: An Exploration and Development Study for Multilingual Students**

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## **ABSTRACT**

This research aims to develop a model for literacy learning and assessment strategies using the Culturally Responsive Teaching (CRT) approach. Literacy learning and assessment strategies are crucial aspects of professional teaching practice. While this approach is recommended for implementation in education to strengthen the Pancasila Student Profile, there is no similar research on literacy integrating the CRT approach. The developed model includes: 1) literacy learning and assessment tools based on CRT integrated into Indonesian language instruction, 2) a Model Book, and 3) a supporting application on the Google Suite that will be registered for Intellectual Property Rights (HKI). The research approach used is a mixed approach. The research model used is the Research and Development (R&D) model. Validation was carried out logically and empirically in five schools in DIY (Do It Yourself). The model's effectiveness was tested using a quasi-experimental design with a pretest-posttest control group design. Data from the questionnaire will be quantitatively analyzed using Confirmatory Factor Analysis (CFA) with the help of MPlus for factor analysis. The analysis of literacy competency test items will be conducted using the Rasch Model (RM), with its development being the Partial Credit Model (PCM) based on a dichotomous and polytomous scale. The research results are as follows. 1) Teachers use several strategies in literacy learning (reading-writing), such as SQ3R and KWL, but are less familiar with other strategies. Literacy assessments conducted by teachers are still focused on reading comprehension (from texts) with multiple-choice questions being more dominant, and the question formats/variants are limited, with few multimodal elements. Teachers' understanding of Culturally Responsive Teaching (CRT) is good, but there is room for improvement in applying CRT syntax in teaching. 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 factors influencing this multilingual condition are mainly due to parental support, education, and mobility. 3) Literacy teaching strategies are based on participatory learning. The literacy competency assessment construct for multilingual students consists of discovering information (Accessing and searching for information in texts and Finding and selecting relevant information), understanding (Understanding text literally and Making inferences, connections, and predictions in both single and plural texts, evaluating and reflecting (Evaluating the text's presentation format and Reflecting on discourse content for decision-making, establishing choices, and connecting text content to personal experience. Multilingual elements are integrated into the texts used. The developed questions consist of 110 multiple-choice, matching, true-false, selection, and objective response questions. The texts used are multimodal, with cultural and life aspects as their themes. The results of the students' literacy tests indicate that they are still in the low category with a mean score of 74.9. This suggests that efforts to improve literacy competence still need to be enhanced.

*Kata Kunci: literacy, learning strategy, assessment, culturally responsive teaching*