

Developing a Multiliteracy Learning Model Based on Malangan Masks to Enhance Cultural Literacy and Global Diversity in Elementary Students

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Abstract: This study aims to develop a multiliteracy learning model based on Topeng Malangan literature to improve literacy culture and global diversity attitude in grade IV elementary school students. This study used the ADDIE research and development method, which involved fourth-grade students at SDN Talangagung 2 Kepanjen. Data were collected through expert validation, student and teacher responses, observation, and literacy skills tests. The results showed the model's effectiveness in improving students' literacy skills with a high level of interest (80-92.3%) and understanding of the material (84.6-86.67%). The model also successfully developed students' global diversity attitudes, with 80-92.3% reporting increased knowledge. Expert validation covering readability, material suitability, and learning aspects in elementary schools showed excellent results with scores of 90.90%, 88.33%, and 86.42%, respectively. The learning model received excellent effectiveness ratings, with 91.40% and 92.47% in the two classes studied. This research contributes significantly to developing innovative and contextualized Indonesian language learning strategies at the primary school level by integrating local wisdom and multiliteracy approaches to improve literacy skills and cultural understanding.

Keywords: *Literature multiliteracy model, Malangan Mask folklore, literacy culture, global diversity, elementary school*



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DOI: <http://10.30736/atl.v8i2.2132>

Received 03 July 2024, Accepted 15 October 2024, Published 15 October 2024

A. Introduction

A culture of literacy is an essential foundation in shaping the character and quality of student education, especially in the ever-evolving information age. According to the 2018 Program for International Student Assessment (PISA) survey, students' literacy levels in Indonesia are below the global average, with Indonesia ranking 72 out of 77 countries in reading ability. This shows the urgency of developing a literacy culture among students to ensure that they can understand written texts and develop critical, analytical, and creative thinking skills. In addition, evolving literacies in the 21st century include digital and visual literacies, which are increasingly relevant in the modern world of education (Y Abidin, 2021). Therefore, developing learning models

that can improve literacy culture, especially by integrating local values, is very necessary.

In addition to literacy, Global Diversity Attitudes are essential to modern education. While intensifying globalization, students' ability to appreciate cultural differences, values, and perspectives between nations is crucial in forming a tolerant and inclusive generation. Based on data from the UNDP Human Development Report (2020), countries that promote diversity and inclusion tend to have higher levels of social stability. Therefore, global diversity attitudes must be integral to primary education. Learning that integrates local and international cultural diversity will help students understand and appreciate their identity while opening their minds to other cultures.

The literacy culture at SDN Talangagung 2 Kepanjen still needs strengthening. Based on initial observations, students' interest in reading tends to be low, with most students only reading storybooks provided by the school and rarely doing literacy activities outside of school hours. This is in line with the findings from the research Maharani & Muhtar (2022) which shows that the need for more exciting and relevant reading materials is often the cause of low interest in reading in primary schools. In addition, students' awareness and understanding of global diversity attitudes also still need to be improved. Most students must fully understand the importance of appreciating cultural differences and perspectives, which indicates an urgent need to integrate learning materials promoting cultural diversity.

Regarding multiliteracy, it has been shown that this approach can significantly improve students' literacy skills. Abidin (2021) explains that multiliteracy not only involves the ability to read and write in traditional contexts but includes visual, digital, and cultural understanding. Previous research by Firdausiyah et al. (2024) it is revealed that applying local wisdom-based multiliteracy models can improve students' reading comprehension skills. However, the gap in this research is the lack of attention to integrating local wisdom and global diversity values, especially in Indonesia's essential education context.

Developing a multiliteracy learning model based on Topeng Malangan literature emerged as an innovative solution to overcome the problem of low literacy culture and global diversity attitudes in elementary schools. This is in line with the research of Lavoie et al. (2012), which showed that integrating local cultural elements in multiliteracy learning can increase student engagement and cross-cultural understanding. This model develops literacy skills and introduces students to local wisdom through Topeng Malangan stories full of cultural values. This approach supports Sakti et al. (2024) on integrating cultural heritage in literacy learning to build students' cultural identity and global awareness. The main objective of this study is to develop and test the effectiveness of this learning model in improving literacy culture and global diversity attitudes of fourth-grade students of SDN Talangagung 2 Kepanjen. The relevance of this research is reinforced by Skerrett (2015), who revealed that local

wisdom-based learning can improve primary school students' multicultural awareness and literacy skills.

In the context of 21st-century education, the development of multiliteracy competencies in students is a must. In this case, developing a multiliteracy learning model based on Topeng Malangan literature is seen as an innovative approach to improving literacy culture and fostering an attitude of global diversity in elementary school students. This model aims to enhance students' multiliteracy skills and strengthen their local cultural identity, which is essential in facing globalization's challenges. This study aims to explore the effectiveness of the learning model in improving students' multiliteracy competencies while strengthening their local cultural identity. In line with this, Annisha (2024) asserts that integrating local wisdom into learning can boost students' character and identity and increase their understanding of cultural diversity.

Merdeka Curriculum is a learning framework that allows students and teachers to develop competencies in an integrated manner through a creative, innovative, and meaningful approach Mulyasa (2021). In this context, literacy is one of the critical competencies highlighted, especially in Indonesian language learning. The concept of literacy has now expanded beyond a narrow understanding of basic written and spoken language skills, encompassing a broader spectrum, including digital and visual literacy (Naufal, 2021) in this research, developing storybooks based on Panji stories in print and digital formats is proposed as an innovation as a strategy to improve literacy culture and foster global diversity attitudes. Local literary heritage enriches learning content and bridges traditional values with contemporary literacy needs (Leksono, 2021). This approach aligns with the spirit of the Merdeka Curriculum, which emphasizes contextual and local wisdom-based learning while preparing students to face global challenges. Furthermore, integrating multimodal literacy in learning can improve students' ability to understand and produce texts in various forms and contexts (Yunus Abidin, Mulyati, & Yunansah, 2021). The use of Panji stories as the basis for developing multiliteracy learning models also supports efforts to preserve local culture and develop national identity in the context of global education (Sukmawan et al., 2020).

In this context, previous research has shown the importance of the multiliteracy approach in improving students' literacy competencies. The study by Rahmasari et al. (2023) revealed that the multiliteracy learning model based on local wisdom effectively improved elementary school students' critical thinking skills. In line with that, Firdausiyah et al. (2024) implementing multiliteracy learning models can significantly improve students' reading comprehension skills. Furthermore, Annisha (2024) asserted that integrating local wisdom in learning strengthens students' cultural identity and increases their understanding of global diversity. Although many studies have shown the benefits of a multiliteracy approach based on local wisdom, only a few previous studies have specifically examined Topeng Malangan literature as a medium to develop a literacy culture and global diversity attitudes. Therefore, this study aims to create a

multiliteracy learning model based on Malangan Mask literature that is expected to improve literacy culture and foster global diversity attitudes in grade IV elementary school students.

The phenomenon of low interest in reading among elementary school students has become a crucial problem in Indonesian education. Research conducted by Olvirawati & Wati (2023) Low interest in reading significantly impacts students' ability to understand and interpret text. This is reflected when students are asked to retell the story's content using their language, where many students need help stringing coherent and accurate sentences. In line with these findings, Sujarwadi et al. (2024) assert that low literacy skills affect students' academic achievement and limit their understanding of cultural diversity and global issues. Therefore, this study aims to develop a multiliteracy learning model based on Malangan mask literature to improve literacy skills while fostering global diversity attitudes in grade IV elementary school students.

B. Method

Research and development methods (R&D) are used in this research, where researchers will develop or improve new products. After being developed through research and development (R&D), products are evaluated to ensure their function and suitability to user needs (Sugiyono, 2016) development is a scientific research process involving researching, designing, producing, and testing products. The ADDIE stages are shown in Figure 1. ADDIE Model Development Research Model Chart.

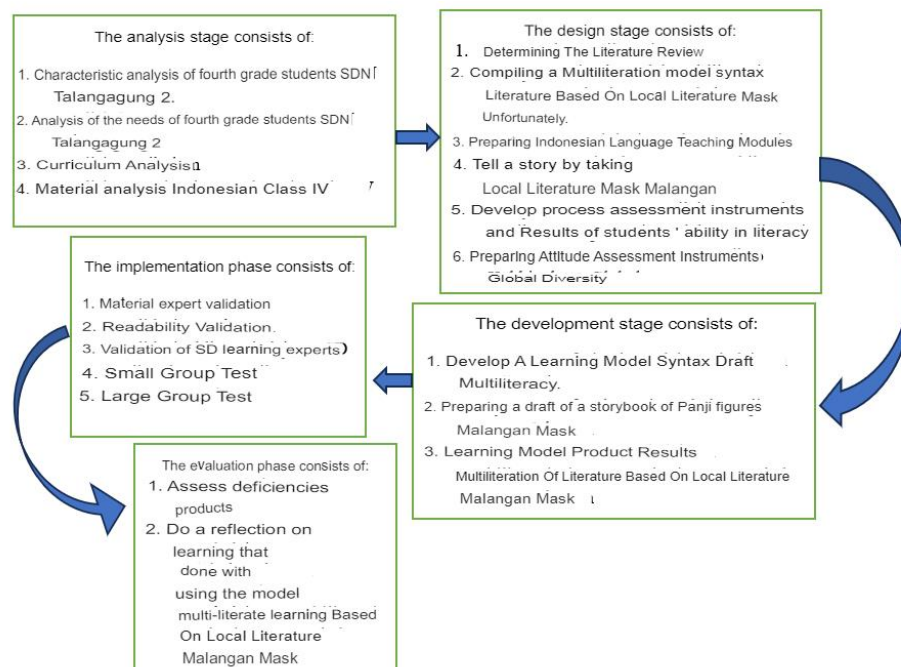


Figure 1. ADDIE Model Development Research Model Chart

According to the ADDIE model, the research procedure consists of five stages. The analysis stage includes identifying literacy learning needs and problems. The design stage includes designing a multiliteracy learning model based on Malangan Topeng's literature. The development stage involves making teaching materials and research instruments. The implementation stage consists of applying the developed learning model. The evaluation stage includes assessing the effectiveness of the learning model.

The research trial subjects were students of classes IV A and IV B of SDN Talangagung 2 Kepanjen. The readability test was conducted on five heterogeneous students, the small group trial involved ten students from each class, and the field trial included all grade IV students, for a total of 40 students. The sampling technique used purposive sampling, considering the characteristics of equal academic levels.

This research adopts the ADDIE development model adapted from Branch (2019) To develop a multiliteracy learning model based on Malangan mask literature. The ADDIE stages were chosen because they provide a systematic and flexible framework for the development of learning models (Rayanto, 2020).

The research data consisted of qualitative data in the form of input and suggestions for improvement from experts and quantitative data in the form of validator assessment scores, student responses, observation results, and learning outcomes tests. Data collection instruments included observation sheets of the effectiveness of the learning model, teacher and student responses, material expert validation sheets and learning evaluations, and reading literacy skills tests. The pilot test evaluated the developed learning model's validity, effectiveness, and practicality, focusing on the local literature storybook Topeng Malangan and the global diversity attitude assessment instrument. Data analysis used a mixed method approach, where qualitative data was analyzed descriptively, while quantitative data was analyzed using descriptive statistics (Hermawan, 2019).

C. Results and Discussion

Analysis

The analysis phase is ADDIE's initial stage, conducted before product design. This phase analyzes student characteristics and needs, curriculum, and Indonesian language materials analysis.

Student Characteristics

The questionnaire analysis from classes 4A and 4B provides a comprehensive overview of the characteristics of 4th-grade elementary school students in the context of literacy. Students' reading habit patterns show relatively low frequency and duration outside school hours, with a strong preference for fiction. This finding aligns with Hadi et al. (2023), whose research identified similar tendencies among elementary school students. Students' reading interest is primarily triggered by engaging narratives, but participation in school literacy activities tends to be low. This underscores the urgency of developing more effective strategies to increase reading interest, as Maharani &

Muhtar (2022) proposed in their study on literacy programs in elementary schools. In terms of literacy comprehension, although most students report good reading abilities, there are significant variations in writing skills and the use of various text types. This observation is consistent with findings by Fauziah (2022), who identified a gap between reading and writing abilities in elementary school students. These characteristics form a complex literacy profile of students, indicating areas that require special attention in developing learning models.

Student Needs

Based on the analysis of student characteristics, several crucial needs in literacy development have been identified. First, interventions are required to increase students' reading intensity in line with Hidayati et al. (2024) recommendations on the importance of reading habituation. Second, diversification of reading materials becomes a critical need to broaden students' perspectives; Third, the development of writing skills needs particular emphasis; Fourth, improving the ability to use various types of texts is also necessary, in line with the concept of multiliteracy discussed by Liyana et al. (2024). Lastly, given students' tendency towards digital content, integrating technology into literacy learning becomes critical as Sugiarto & Farid (2023) they recommended in their digital literacy research.

Identifying these student characteristics and needs can help more purposefully design a multiliteracy learning model based on Malangan mask literature. This model is expected to accommodate students' unique characteristics and meet their literacy needs while introducing local wisdom and developing a global diversity attitude. Thus, this research not only contributes to the development of student literacy but also enriches the repertoire of educational research in Indonesia by integrating elements of local wisdom into modern literacy learning.

Curriculum Analysis

The implementation of the Merdeka Curriculum at SDN 2 Talangagung reflects an educational paradigm focused on developing students' holistic competencies. The established learning outcomes aim at improving language skills for communication and reasoning, in line with the concept of functional literacy proposed by Ariga (2023). The emphasis on the ability to understand and convey ideas from various types of texts, including informational and narrative texts, indicates a comprehensive learning approach to literacy. This aligns with Ginanjar & Widayanti, (2019) Text media are needed in literacy learning to increase students' enthusiasm for understanding information. The focus on mastering new vocabulary through language and literary activities with diverse topics reflects a holistic approach to language development, consistent with the concept of contextual vocabulary enrichment discussed by Kuswandi, Rudiyan, & Delia Putri, (2020).

The Indonesian Language materials, which include intrinsic and extrinsic elements in stories, drawing moral message conclusions, and developing global diversity attitudes, demonstrate an integration between literacy development and

character formation. The focus on intrinsic and extrinsic story elements aligns with the text analysis approach Setiawan & M. Z. M. (2021) recommended to enhance students' critical literacy comprehension. The emphasis on drawing moral message conclusions from stories reflects efforts to integrate character education into language learning as Wadu, Darma, & Ladamay (2019) proposed in their research on integrating moral values in literacy learning. The global diversity attitude in the material demonstrates awareness of the importance of preparing students to face multicultural realities, which aligns with the concept of cross-cultural literacy discussed by Wulandari (2020). Integrating these aspects in Indonesian Language materials reflects a holistic approach to literacy development, focusing on technical skills, character formation, and students' global perspective.

This analysis of curriculum and Indonesian Language materials provides a strong foundation for developing a multiliteracy learning model based on Malangan mask literature. This model is expected to integrate essential aspects of the Merdeka Curriculum with local wisdom while meeting the needs of students' literacy and character development. This approach aligns with Darmawan (2024) Recommendations on the importance of contextualizing literacy learning with local culture to enhance the relevance and effectiveness of learning.

Design

In the design phase of developing the multiliteracy literature learning model based on Malangan mask literature, several necessary steps were taken to prepare the initial framework for implementation in the research. This design phase encompassed:

Literature Review

A literature review was conducted on multiliteracy learning models, Malangan mask literature, Indonesian language literacy, and global diversity attitudes. This review aimed to establish a robust theoretical foundation. Research by Saadah & Apriliya (2024) Demonstrates that multiliteracy learning can significantly enhance literacy skills in elementary school students. Meanwhile, Maharani & Muhtar (2022) emphasize the importance of integrating local wisdom into learning to foster student character.

Formulation of Multiliteracy Model Syntax

Based on the literature review, a Syntax for the multiliteracy learning model integrating Malangan mask literature was formulated. This Syntax adapts the multiliteracy learning stages proposed by Abidin, (2021)- pre-reading, reading, responding, exploring the text, and expanding understanding. Integration of Malangan mask literature was implemented at each stage to reinforce the local context.

Development of Teaching Module

A teaching module was developed as a guide for implementing the learning model. This module contains material on Malangan mask literature, literacy activities, and the development of global diversity attitudes. Module development adheres to the instructional design principles outlined by Suparman (2014), including relevance, consistency, and adequacy.

Story Composition

Stories from Malangan mask literature were adapted and recomposed to suit the cognitive level of fourth-grade elementary students. The story composition considered readability aspects and thematic alignment with learning objectives. This aligns with Wahyuni et al. (2023) Findings that folk tales adapted to student characteristics can enhance reading interest and literacy comprehension.

Development of Assessment Instruments

Assessment instruments were developed to measure students' Indonesian language literacy skills. These instruments encompass assessments of reading, writing, and speaking abilities. The development of instruments refers to literacy indicators developed by the Ministry of Education and Culture (2019) Moreover, it was validated by experts.

Formulation of Global Diversity Attitude

Instruments to measure students' global diversity attitudes were formulated by adapting the Pancasila Student Profile indicators defined by the Ministry of Education and Culture (2020). These instruments are a Likert scale questionnaire and student behavior observation. Instrument validation was conducted through expert judgment and limited trials.

The initial design resulting from this phase forms the basis for further development and implementation of the multiliteracy literature learning model based on Malangan mask literature. This framework will enhance Indonesian language literacy skills and foster global diversity attitudes among fourth-grade elementary students.

Development

The development stage in the ADDIE model represents a crucial phase where the design created in the previous stage is implemented into tangible products. In the context of developing a multiliteracy literature learning model based on Malangan mask literature, this stage encompasses several essential aspects:

Teaching Module Development

The teaching module was developed based on the Syntax of the designed multiliteracy learning model. This module integrates Malangan mask literature content with literacy activities and global diversity attitude development. The module development adheres to the instructional design principles that Branch (2019) proposed, namely consistency, hierarchy, and repetition. This model is developed based on multiliteracy learning principles that emphasize using various sources and media to support students' literacy and introduce them to the diversity of local and global cultures. The Syntax of multiliteracy learning follows systematically designed stages: Pre-reading Activities At this stage, the teacher asks triggering questions related to Panji stories and Malangan masks, such as students' experiences related to masks and stories of inspirational figures. While reading Activities, Students are divided into small groups and given Learner Worksheets (LKPD) containing analysis tasks. Students are asked to read the story "Klana Sewandana" from the Panji story and analyze its intrinsic and

extrinsic elements; post-reading Activities After reading and discussing, students are asked to summarise the story using their language and conclude the story's moral message.

Adaptation of Malangan Mask Stories

Stories from the Malangan mask tradition were adapted to suit fourth-grade elementary students' cognitive levels and interests. This adaptation process aligns with research by Souisa et al. (2023) This demonstrates that adjusting folk tales to student characteristics can enhance literary understanding and appreciation. Figure 2 contains a display of Malangan Mask Stories. Sample page of adapted Malangan mask story.



Figure 2. Sample page of adapted Malangan mask story

Development of Learning Media

Interactive learning media were developed to support model implementation. These media include visualizations of Malangan mask characters, audio recordings of story narrations, and digital-based interactive activities. Media development follows the multimedia learning principles proposed by Mayer, (2020), including coherence, signaling, and personalization principles. The display of the learning media is contained in Figure 3—interface display of interactive learning media.

Preparation of Student Worksheets (LKPD)

Student worksheets were developed as a means to facilitate student literacy activities. This worksheet was designed with a scaffolding approach, in line with the research of Rambe & Khairuna (2022) Figure 4 shows the effectiveness of scaffolding in improving students' literacy skills. The following student worksheet is included on the sample student worksheet page.

Development of Assessment Instruments

Assessment instruments, including rubrics, observation sheets, and questionnaires, were developed to measure students' Indonesian language literacy skills and attitudes toward global diversity. The development of these instruments refers to the literacy assessment guidelines developed by the Pancasila Student Profile Indicators

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Kemendikbud (2020). Figure 5 shows the following display of the assessment instrument: sample of assessment rubric and observation sheet.



Figure 3. Interface display of interactive learning media

LKPD 1

Kelompok :
Nama :
1.
2.
3.
4.
5.

Perhatikan : Jodohkan pertanyaan berikut ini dengan jawaban yang tepat berdasarkan cerita "Panji Amoro Bangun dan Dewi Sekartaji".

TEMA	Keberanian dan keteguhan hati dapat membawa kita mencapai tujuan
LATAR	Dewi Sekartaji akhirnya kembali kepada Panji Amoro Bangun dengan pemuk kerah sepeng.
TOROH	Panji Amoro Bangun, Panji Senayang, Dewi Sekartaji
ALUR	Keberanian Panji Amoro Bangun dan Keuletan Dewi Sekartaji
PESAN MORAL	Kerjasama Kerja, Kerjasama Jujur, Hutan, Gunung

LKPD 2

Nama :
Kelas :
No. Absen :

- Kerjakan kegiatan berikut secara mandiri!
- Bacalah kembali buku cerita berjudul "Kisah Panji - Panji Amoro Bangun dan Dewi Sekartaji"
- Buatlah rangkuman cerita menggunakan bahasa sendiri dengan konsep pada kolom berikut!

SOAL FORMATIF

Nama Siswa :
Kelas :
No. Presensi :

A. Berilah tanda silang pada jawaban yang paling benar!

- Panji Amoro Bangun putra dari Raja ...
 - Lelebi Amahdur
 - Panji Senayang
 - Panuraman
 - Kaden Wijaya
- Sifat Panji Amoro Bangun adalah ...
 - Penalutan
 - Penalangan
 - Pantang Menyerah
 - Percaya
- Takut yang terdapat pada cerita "Panji Amoro Bangun dan Dewi Sekartaji" adalah, kecuali ...
 - Dewi Sekartaji
 - Panji Senayang
 - Lelebi Amahdur
 - Melawaram
- Penyebit Panji Senayang menurut Dewi Sekartaji adalah ...
 - Karna ingin menanggapi kerjanya Kediri
 - Karna terpesona dengan kecantikan Dewi Sekartaji
 - Karna Dewi Sekartaji kaya
 - Karna ingin mengabdikan Ayah dari Dewi Sekartaji
- Panji Amoro Bangun dapat memenangkan Dewi Sekartaji dengan cara ...
 - Meruntuhkan Istana Amoroandono
 - Mengalahkan berta belahang ke perisai Panji Senayang
 - Menyeri racun Panji Senayang
 - Menyang ke Istana Amoroandono
- Perasaan Panji Amoro Bangun ketika melihat istrinya sakit dan hilang ingatanya adalah ...
 - Senang dan bahagia
 - Tellara
 - Sedih dan putus asa
 - Kerewa

Figure 4. Sample page of student worksheet

Expert Validation

Expert validation is crucial in developing learning products to ensure quality and feasibility before implementation. In this study, validation was conducted by three experts competent in their respective fields, covering aspects of readability, content, and elementary school learning. The validation indicators in the development are in the figure in Table 1. Description of Validators.

Table 1. Description of Validators

Titis Angga Rini, S.Pd, M.Pd	Readability validation with aspects of writing, design, and appearance
Ferril Irham Muzaki, S.Pd, M.Pd	Material expert validation with aspects of material suitability, encouraging curiosity, presentation, language, evaluation
Khusnul Khotimah, S.Pd, M.Pd	Validation of elementary school learning experts with aspects of the suitability of learning Syntax, suitability of steps with the learning model, evaluation

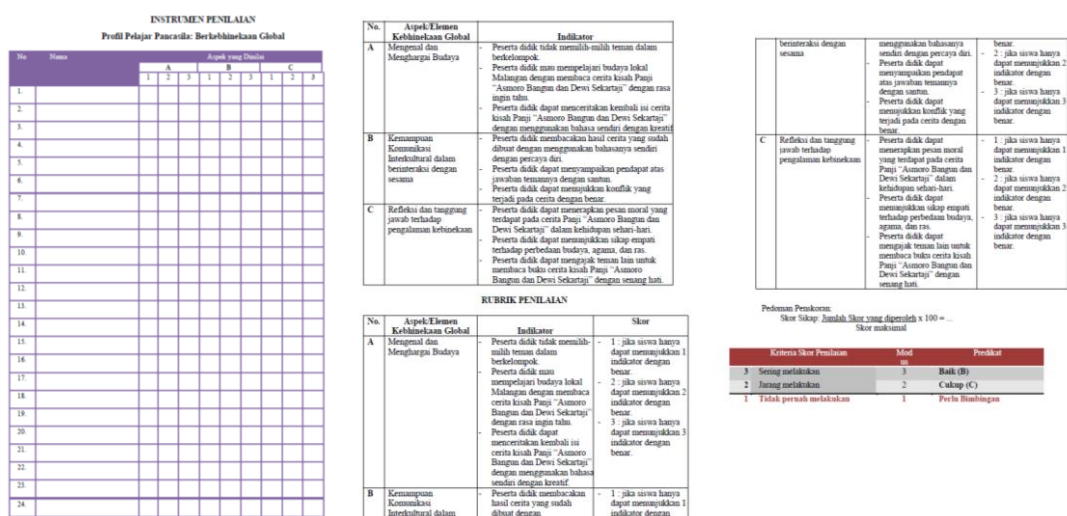


Figure 5. Sample of assessment rubric and observation sheet

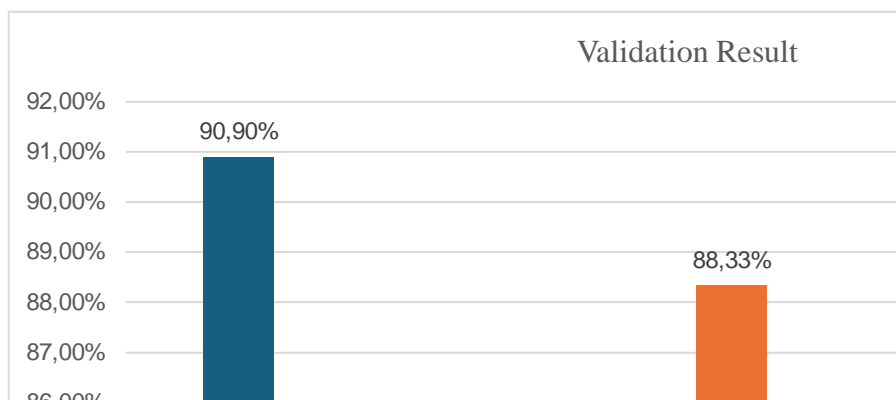


Figure 6. Validation Result for Readability, Content, and Elementary School Learning

Readability validation focused on writing aspects, design, and appearance. The validation results from Figure 6. Validation Result for Readability, Content, and Elementary School Learning scored 90.90%, indicating an excellent level of readability—content expert validation encompassed material suitability, curiosity stimulation, presentation, language, and evaluation. The score of 88.33% suggests high

material feasibility. Elementary school, learning expert validation, focused on the suitability of learning Syntax, alignment of steps with the learning model, and evaluation. The score of 86.42% indicates good alignment with elementary school learning principles.

Overall, the validation results from the three experts show a high feasibility level, with an average score of 88.55%. This figure exceeds the minimum feasibility threshold of 75% set by Akbar (2018) For teaching material development. Nevertheless, some suggestions for improvement from the validators will be followed up to refine the product before implementation.

This comprehensive validation process is an essential foundation for ensuring the quality of the developed learning products. In accordance Purwanti et al. (2022) Opinion expert validation functions not only as an evaluation but also as part of the product refinement process, involving input and suggestions from experts.

Product Revision

The product's components underwent refinement based on expert input. This revision stage is crucial in the development process to ensure that the resulting product meets quality standards and achieves its intended use.

This development stage produced learning products ready for testing in authentic learning contexts. These products are designed to complement each other and support the implementation of the multiliteracy literature learning model based on Malangan mask literature.

Implementation

Small Group Trial

The multiliteracy literature learning model based on Malangan mask literature was applied in a small group to evaluate its effectiveness in enhancing literacy skills and fostering global diversity attitudes among students. This small group trial involved several purposively selected fourth-grade students from SDN 2 Talangagung.

Based on Student Worksheet 1 (LKPD 1) analysis, the intrinsic and extrinsic scores of 73% correct and 27% incorrect. Students demonstrated good comprehension of the inherent elements of the story but still experienced difficulties in understanding extrinsic elements. Most students showed good mastery in identifying the structural aspects of the story. However, more incorrect answers were found concerning extrinsic elements, such as moral, cultural, social, and religious values.

In Student Worksheet 2 (LKPD 2), most students (75%) could summarise story content well. This indicates that the applied learning model successfully enhanced students' skills in processing and presenting information effectively. However, a small number of students still had difficulty summarising the story. Some students tended to rewrite the story without compressing the data, while others only wrote a few short sentences that did not cover the entire story's content.

In the Formative Test, most students showed good ability in answering questions related to the intrinsic elements of the story, such as character, setting, and plot.

However, many incorrect answers still needed to be found on questions related to religious values (extrinsic elements). This is consistent with the findings in LKPD 1, which shows that students struggle to understand aspects outside the story structure.

However, analysis of the Formative Test results showed that students still needed help connecting story content with broader contexts, particularly regarding global diversity attitudes. This was evident from the numerous incorrect answers to questions related to international values. This finding underscores the importance of developing more effective learning strategies in integrating global diversity values into literary material, as recommended by Kurniawan et al. (2023) In their study on developing student character through local wisdom-based learning.

Large Group Trial

This research yielded significant findings regarding applying the multiliteracy literature learning model based on Malangan mask literature among fourth-grade students at SDN Talangagung 2 Kepanjen. The results show high interest in the "Panji Story." In class 4A, 80% of students stated that the story was interesting, while in class 4B, the percentage reached 92.3%. Students' reading motivation was also high, with 72% of students in class 4A and 92.3% in class 4B stating they were motivated to read the Panji Storybook.

Regarding story comprehension, most students reported ease in understanding the narrative. In class 4A, 86.67% of students stated that the story was easy or relatively easy to understand, while in class 4B, 84.6% of students gave similar responses. However, analyzing intrinsic and extrinsic elements of the story still requires improvement, with only 60% of students in class 4A and 76.9% of students in class 4B feeling able to do so quickly.

Collaborative learning received a very positive response from students. As many as 93.33% of students in class 4A and 84.6% in class 4B stated they enjoyed learning in groups. The use of interactive videos was also deemed adequate by most students, with 72% of students in class 4A and 69.2% in class 4B stating ease of learning through this medium.

The research results show that learning the Panji story positively impacts developing attitudes toward global diversity. In class 4A, 80% of students felt they could demonstrate global diversity attitudes, while in class 4B, the percentage reached 92.3%.

The clarity of language and quality of illustrations in the storybook received high appreciation from students. In class 4A, 93.33% of students rated the language as straightforward and easy to understand, while in class 4B, 61.5% of students gave similar ratings. The illustrations in the book were considered attractive and helpful for students' understanding, with 93.33% of students in class 4A and 100% of students in class 4B stating that the illustrations were exciting and appropriate to the story.

The overall effectiveness of the learning model is reflected in students' positive responses to the activity steps in the LKPD. In class 4A, 86.67% of students stated that

the activities in the LKPD were enjoyable and challenging, while in class 4B, 84.6% of students felt similarly. Furthermore, 93.33% of students in class 4A and 92.3% in class 4B stated they enjoyed learning Indonesian by reading storybooks and receiving teacher guidance.

Observational results of the learning model application show a very high level of effectiveness. Class 4A scored 91.40% with an excellent qualification, while class 4B achieved 92.47% with a similar qualification. These findings indicate the success of the multiliteracy literature learning model based on Malangan mask literature in enhancing literacy skills and fostering global diversity attitudes among fourth-grade elementary school students.

Evaluation

The evaluation stage is an essential component of the ADDIE model. It assesses the effectiveness of the developed learning model and identifies areas for improvement. In this research, the evaluation of the multiliteracy literature learning model based on Malangan mask literature is conducted through formative and summative approaches.

Formative Evaluation

Formative evaluation is conducted throughout the development and implementation process so that this learning model can be continuously improved. This is in line with the recommendation Wibowo (2023) that formative evaluation should be an ongoing process in instructional design to ensure the quality and effectiveness of learning interventions.

1. Expert Validation Results

The expert validation process involving readability experts, content experts, and primary school learning experts resulted in an average score of 88.55%. This high score indicates the substantial validity of the developed learning model. However, as suggested by Desti (2023), Even highly rated materials must undergo continuous refinement based on expert feedback to ensure optimal learning outcomes.

2. Student and Teacher Feedback

Feedback is collected from students and teachers after each learning session. This approach is supported by Santika et al. (2022), Which emphasizes the importance of learner and instructor perspectives in refining educational interventions. Feedback indicated high engagement and satisfaction with the Malangan mask literature-based activities, with more than 80% of students reporting increased interest in reading and an improved understanding of cultural diversity.

3. Reflection and Revision

Based on the comprehensive evaluation results, several areas needing improvement were identified. These include:

- a. Enhancing activities that connect story content with broader global contexts.
- b. Refining scaffolding techniques for students struggling with extrinsic story elements.
- c. Improving the integration of collaborative learning strategies.

These areas for improvement align with the findings Mudiono (2024) We emphasize the importance of continuous improvement in the multiliteracy learning model to meet student's diverse needs and the evolving educational context.

In conclusion, the evaluation phase revealed that the multiliteracy learning model based on Malangan mask literature enhanced literacy skills and fostered global diversity attitudes. The high level of student engagement and measurable improvements in literacy and cultural understanding demonstrate the effectiveness of this model. However, this evaluation also highlighted areas that need further refinement to ensure that the model continues to evolve and meet the changing needs of primary education in multiliteracy and cultural diversity.

This comprehensive evaluation approach, which combines quantitative and qualitative methods, provides a solid foundation for future literacy learning models and contributes to the broader field of multiliteracy education research.

Discussion

The results of this study show the effectiveness of the multiliteracy learning model based on Malangan Mask literature in improving literacy skills and developing global diversity attitudes of grade IV elementary school students. Some important aspects that emerged from the findings of this study will be discussed in detail.

Readability validation focused on writing aspects, design, and appearance. The validation results showed a score of 90.90%, indicating an excellent level of readability. This aligns with Nurgiyantoro (2019) Research emphasizes the importance of readability in developing teaching materials for elementary students.

Content expert validation encompassed material suitability, curiosity stimulation, presentation, language, and evaluation. The score of 88.33% indicates high material feasibility. This finding supports the research of Meilana & Aslam (2022) Which states that quality learning materials must meet the criteria of suitability, depth, and ability to motivate students.

Elementary school, learning expert validation, focused on the suitability of learning Syntax, alignment of steps with the learning model, and evaluation. The score of 86.42% indicates good alignment with elementary school learning principles. This result is consistent with Zahrika & Andaryani (2023) Research emphasizes the importance of aligning learning models with elementary student characteristics.

Overall, the validation results from the three experts show a high feasibility level, with an average score of 88.55%. This figure exceeds the minimum feasibility threshold of 75% set by Akbar (2018) for teaching material development. Nevertheless, some suggestions for improvement from the validators will be followed up to refine the product before implementation.

This comprehensive validation process is an essential foundation for ensuring the quality of the learning products developed. According to Purwanti et al.'s (2022) opinion, expert validation functions as an evaluation and part of the product refinement process through input and suggestions from experts.

The multiliteracy literature learning model based on Malangan mask literature was applied in a small group to evaluate its effectiveness in enhancing literacy skills and fostering global diversity attitudes among students. This small group trial involved several purposively selected fourth-grade students from SDN 2 Talangagung.

Based on the analysis of Student Worksheet 1 (LKPD 1), it was found that students demonstrated good comprehension of the intrinsic elements of the story but still needed help understanding extrinsic aspects. This finding aligns with research by Fadila (2020) This revealed that elementary school students more easily identify story structural elements than implicit or contextual aspects.

In Student Worksheet 2 (LKPD 2), most students (75%) exhibited good ability in summarising story content. This indicates that the applied learning model successfully enhanced students' skills in processing and presenting information effectively. This finding reinforces Fauzi's (2020) research results, which stated that a multiliteracy approach can improve students' ability to comprehend and represent texts comprehensively.

However, analysis of the Formative Test results showed that students still needed help connecting story content with broader contexts, particularly regarding global diversity attitudes. This was evident from the numerous incorrect answers to questions related to international values. This finding underscores the importance of developing more effective learning strategies in integrating global diversity values into literary material, as recommended by Kurniawan et al. (2023) in their study on developing student character through local wisdom-based learning.

An interesting finding related to global diversity attitudes was that most students gave incorrect answers to these questions. They tended to be fixated on aspects explicitly contained in the story without being able to perform deeper interpretation and analysis.

The results of this small group trial provide valuable insights for refining the learning model before its application on a larger scale. Further emphasis is needed on understanding extrinsic story elements and linking literary values with global contexts. Research by Sagala et al. 2022) Shows that applying contextual approaches to literary learning can help students better understand the story's elements and cultural values.

The high student interest and motivation towards the "Kisah Panji" demonstrate that using local literature in learning can attract students' interest (80% in class 4A and 92.3% in class 4B), indicating the great potential of using local literature in increasing learning motivation. This finding is in line with Wahyuni et al. 2023) Research confirms that integrating local literature into language learning can increase students' motivation and comprehension. Furthermore, the high reading motivation (72% in class 4A and 92.3% in class 4B) supports the findings of Ginanjar & Widayanti (2019) that a multiliteracy approach can increase students' interest in reading.

Most students understood the story well (86.67% in class 4A and 84.6% in class 4B). This is by the research of Sari et al. 2023) who found that integrating local

literature can improve students' understanding of learning materials. However, the ability to analyze the intrinsic and extrinsic elements of the story still needs to be improved.

The positive impact of collaborative learning on this model and the enthusiastic engagement with group activities. (93.33% in class 4A and 84.6% in class 4B) indicates the effectiveness of the collaborative approach. This supports Hastini et al. (2020) findings on the importance of collaborative learning in literacy development. The use of interactive videos, which was considered adequate by the majority of students, is in line with the research of Kuswandi et al. (2019) on integrating technology in learning to improve students' critical and analytical thinking skills.

The promising results in developing global diversity attitudes through learning Panji stories (80% in class 4A and 92.3% in class 4B) show the potential of local literature in fostering multicultural values. This finding is consistent with Maharani & Muhtar (2022) on the integration of character values in literature learning in elementary schools, which found that this approach can increase students' multicultural

The high student assessment of the clarity of language and the quality of illustrations in the Panji Story storybook shows the importance of this aspect in the development of teaching materials. This finding supports the research results of Wulandary (2020) on the importance of using appropriate language and attractive illustrations in teaching materials to improve student understanding.

The high level of effectiveness of the model (86.67% in class 4A and 84.6% in class 4B) indicates the success of this model in creating a conducive learning environment. This is in line with the research of Rahmasari et al. (2023) on implementing multiliteracy learning in primary schools, which found that the effectiveness of multiliteracy learning increased to 75% when teachers actively guided students.

Overall, the results of this study show that the multiliteracy learning model based on Topeng Malangan literature successfully integrates multidimensional literacy development, as proposed by Yuliati & Febriyanto (2022). This model improves textual, visual, and digital literacy and develops students' positive character.

This finding implies the need to develop learning strategies that integrate local wisdom and multiliteracy approaches in the Indonesian language curriculum at the primary school level. This is in line with the goal of Strengthening Character Education (PPK), which is part of the Pancasila Learner Profile, as emphasized by Kurniawaty et al., (2022).

D. Conclusion

This research concludes that developing a multiliteracy learning model based on Malangan Mask literature has achieved its primary objectives in enhancing literacy culture and fostering global diversity attitudes among fourth-grade elementary school students. The model improved students' literacy skills, which was reflected in their high

reading interest, understanding of intrinsic and extrinsic story elements, and the ability to summarize story content.

The implementation of the multiliteracy learning model in this study followed structured and systematic steps, consisting of 1) exploring schemata, 2) making predictions, 3) reading discourse, 4) noting and analyzing reading elements, 5) transforming readings, and 6) drawing meanings/messages from readings. These steps proved effective in facilitating a comprehensive and in-depth learning process.

This learning model significantly improved students' attitudes toward global diversity. Most students reported increased tolerance and appreciation of cultural diversity, aligning with the goals of Character Education Strengthening (PPK) as part of the Pancasila Learner Profile. Students in groups identified and analyzed cases in the Panji story to measure and reinforce global diversity attitudes and then presented them in turns. This activity enhanced students' understanding of diversity values and developed collaboration and communication skills.

Students responded very positively to this study's application of collaborative learning models and interactive media, with effectiveness levels above 90% based on observation results. This emphasizes integrating technology and active learning approaches in multiliteracy learning models.

Nevertheless, this study also identified areas that still require further development, especially in students' ability to connect story content with broader contexts related to global diversity attitudes. These findings open opportunities for additional research to refine the learning model and strategies for integrating global values in literature learning at the elementary school level.

This multiliteracy learning model based on Malangan Mask literature successfully created a learning environment supporting literacy development and global diversity attitudes. This success is reflected in improving students' academic abilities and developing their character and social skills. This research contributes significantly to developing learning methods that integrate local wisdom with global demands while supporting the achievement of national education goals in shaping a literate generation with international perspectives.

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