

## **The Influence of the Kaliber TM Multimodal Program on Students' Literacy at SDN 32 Ampenan**

**\*Siti Maulidiya Nabila<sup>a</sup>, Rizka Aluna<sup>a</sup>, Ulya Sulistina<sup>a</sup>, Lalu Sumardi<sup>a</sup>, Katrin Kohl<sup>b</sup>**

<sup>a</sup> Master of Primary Education Program, University of Mataram, Indonesia

<sup>b</sup> International Islamic University Malaysia, Malaysia

Email: [nabilamaudy10@gmail.com](mailto:nabilamaudy10@gmail.com)

DOI: <https://doi.org/10.46773/educompassion.v3i1.426>

Received: 5 Desember 2025	Revised: 24 Februari 2026	Accepted: 25 Februari 2026	Published: 26 Februari 2026
---------------------------	---------------------------	----------------------------	-----------------------------

### **Abstract:**

This study aims to examine the effect of the Kaliber TM Multimodal Program (Kamis Aksi Literasi based on Multimodal Texts) on the literacy of Grade V students at SDN 32 Ampenan. The study uses a quantitative method with an ex post facto approach, involving 40 students as the sample through a saturated sampling technique. The research instruments consist of a literacy questionnaire and observation sheets developed based on upper-grade elementary literacy indicators from the Ministry of Education, Culture, Research, and Technology, which include reading, writing, listening, and literacy habits. The results show that students' literacy reached an average score of 78.5 (high category), with reading = 80.2, writing = 76.8, listening = 77.4, and literacy habits = 79.6. The simple linear regression test produced the equation  $Y = 52.3 + 0.46X$ , and the determination coefficient  $R^2 = 0.42$ , indicating that the program contributes 42% to literacy improvement. The t-test results ( $t = 4.92$ ,  $t\text{-table} = 2.02$ ) show a significant influence between the implementation of the program and students' literacy. Therefore, the Kaliber TM Multimodal Program is proven effective in improving literacy skills of students at SDN 32 Ampenan and is suitable to be used as a model for strengthening literacy in elementary schools in the 21st century.

**Keywords:** *Kaliber TM Multimodal Program; Literacy; Multimodal Text; Elementary School; Reading Skills.*

### **Abstrak:**

Penelitian ini bertujuan untuk mengkaji pengaruh Program Multimoda Kaliber TM (Kamis Aksi Literasi berbasis Teks Multimodal) terhadap literasi siswa Kelas V di SDN 32 Ampenan. Penelitian ini menggunakan metode kuantitatif dengan pendekatan ex post facto, melibatkan 40 mahasiswa sebagai sampel melalui teknik sampling jenuh. Instrumen penelitian terdiri dari kuesioner literasi dan lembar observasi yang dikembangkan berdasarkan indikator literasi kelas atas dari Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, yang meliputi kebiasaan membaca, menulis, mendengarkan, dan literasi. Hasil penelitian menunjukkan bahwa literasi siswa mencapai nilai rata-rata 78,5 (kategori tinggi), dengan membaca = 80,2, menulis = 76,8, mendengarkan = 77,4, dan kebiasaan literasi = 79,6. Uji regresi linier sederhana menghasilkan persamaan  $Y = 52,3 + 0,46X$ , dan koefisien penentuan  $R^2 = 0,42$ , menunjukkan bahwa program berkontribusi 42% terhadap peningkatan literasi. Hasil uji-t ( $t = 4,92$ , tabel-t = 2,02) menunjukkan pengaruh yang signifikan antara pelaksanaan program dengan literasi siswa. Oleh karena itu, Program Multimodal Kaliber TM terbukti efektif dalam meningkatkan kemampuan literasi siswa di SDN 32 Ampenan dan cocok dijadikan model penguatan literasi di SD di abad ke-21.

**Kata Kunci:** Program Multimodal Kaliber TM; Literasi; Teks Multimodal; SD; Keterampilan Membaca.

## **INTRODUCTION**

Education in the 21st century requires students to have competencies that go beyond basic cognitive skills such as reading, writing, and arithmetic. Students must also develop comprehensive literacy skills as the foundation for lifelong learning (Nugraha & Octavianah, 2020; Sumardi et al., 2020). Literacy in the modern era is not only the ability

to recognize letters and words. It also includes the ability to understand, interpret, evaluate, and use information from many sources effectively in daily life (Indarta et al., 2021). Literacy is important for building reflective, logical, and adaptive thinking skills in response to rapid social and technological changes (Barumbun et al., 2023; Sumardi et al., 2017). According to UNESCO, 21st-century literacy includes reading and writing skills that are integrated with critical thinking, contextual understanding, and the use of information technology in many aspects of life. Therefore, literacy becomes a key indicator of student success in education and in facing global challenges (F. D. C. Putri & Nurhasanah, 2023).

However, the reality in schools shows that students' literacy skills in Indonesia are still low. The 2019 Programme for International Student Assessment (PISA) reported that Indonesian students' reading literacy scores were far below the OECD average. This means that many students still struggle to understand and interpret complex information from printed or digital texts. The low literacy achievement shows that learning in elementary schools is still focused on memorization and surface-level understanding, and has not yet supported meaningful and contextual literacy development (Nugraheni, 2024; Pujiati et al., 2022; Safitri et al., 2020). Because of this, literacy learning in schools needs more innovative and relevant approaches for 21st-century learners students who grow up in environments rich with visual, digital, and multimodal texts (Husnadian et al., 2022; Sumardiyani et al., 2018).

To strengthen the national literacy culture, the Ministry of Education, Culture, Research, and Technology launched the School Literacy Movement (*Gerakan Literasi Sekolah*) (I. I. M. Putri et al., 2020). This program aims to build habits of reading, writing, and reflective thinking in elementary to secondary schools. GLS emphasizes basic literacy, digital literacy, and cultural literacy as essential skills for facing the global era (Kudubun, 2023; Sriwijayanti et al., 2023). However, the implementation of GLS in many elementary schools is still limited to conventional reading activities without integrating digital or multimodal media close to students' daily experience (Nugraheni, 2024). As a result, literacy activities in schools often fail to attract students' interest and active engagement. This condition requires innovation in literacy programs that not only focus on printed texts but also use interactive, visual, and contextual forms of meaning-making (Febrianti et al., 2023).

To address this challenge, the Kaliber TM Program (*Kamis Literasi Teks Multimodal*) was developed as an innovation in elementary literacy activities. This program integrates reading and writing activities with a multimodal learning approach, which uses multiple modes of representation such as text, images, videos, audio, and visual symbols. The program is carried out every Thursday and aims to develop reading interest and improve students' literacy skills through various multimodal texts, such as educational comics, infographics, digital articles, and learning videos. The multimodal approach allows students to understand information from different perspectives, enrich their learning experience, and build skills to interpret and use information in wider contexts (Astari & Muhroji, 2022; Soeprijadi, 2019; Yusup & Saepudin, 2017).

The theoretical foundation of the Kaliber TM Program is based on Vygotsky's social constructivism (1978). This theory states that knowledge is built through social interaction and the use of cultural symbols, including language and media. In multimodal literacy learning, teachers act as facilitators who guide students to construct meaning together through discussion, text analysis, and shared reflection (Anjarini et al., 2024; Muslimin & M, 2019; S et al., 2021; Sukma, 2019; Tresnawati et al., 2024; Wasliman et al., 2025; Wijaya et al., 2025). This process helps students not only understand text content but also develop broader literacy awareness by connecting information from

different media forms. Thus, multimodal learning in the Kaliber TM Program aligns with active, collaborative, and reflective learning principles that support meaningful literacy development.

Research shows strong evidence for the effectiveness of multimodal approaches in improving students' literacy. Nur et al. (2023) found that multimodal learning significantly improves text comprehension and information interpretation among elementary students because it supports different learning styles and enriches context. Li et al. (2023) reported that digital media such as videos, e-books, and infographics strengthen students' conceptual understanding and increase their interest in reading. Nursolikin et al. (2025) also stated that multimodal literacy activities improve students' interpretation, analysis, and appreciation of both printed and digital texts. These findings show that multimodal approaches are relevant and effective for literacy learning in elementary schools.

Based on this review, several research problems can be identified: how the Kaliber TM Program is implemented in literacy activities at SDN 32 Ampenan, how students' literacy levels change after joining the program, and how far the program influences literacy improvement. These research questions arise from the need to evaluate the effectiveness of multimodal approaches in real classroom settings. Thus, the aims of this study are to describe the implementation of the Kaliber TM Program at SDN 32 Ampenan, analyze students' literacy levels after participating in the program, and measure the significant impact of the program on literacy improvement. The findings are expected to provide empirical contributions for developing multimodal literacy programs in elementary schools and to support national literacy policies that promote meaningful, creative, and adaptive learning aligned with technological and cultural changes.

### **Research Method**

This study uses a quantitative approach with an ex post facto design. The purpose of this method is to identify the influence of the Kaliber TM Multimodal Program on students' literacy at SDN 32 Ampenan. This method is used because the researcher does not give a direct treatment, but examines cause effect relationships based on conditions that have already happened. The study was conducted with Grade V students at SDN 32 Ampenan in the 2025/2026 academic year, with a total of 40 students. The sampling technique used was saturated sampling, because the entire population was included as the research sample. The Kaliber TM Multimodal Program is an integrated literacy learning activity based on multimodal resources (text, audio, and visual) that has been implemented in the school for one semester.

The research instruments consisted of an observation sheet and a literacy questionnaire developed based on literacy indicators for upper-grade elementary students from the Ministry of Education and Culture. These indicators cover four main literacy aspects: reading, writing, listening, and literacy habits. The reading aspect includes the ability to identify main ideas, understand implied meanings, and draw conclusions from a text. The writing aspect includes the ability to write coherent paragraphs, use correct spelling and punctuation, and write simple responses or opinions about a text. The listening aspect includes the ability to identify the main idea of a story, summarize spoken information, and respond politely to others' opinions. The literacy habit aspect includes routines in reading non-textbook materials, active participation in school literacy activities such as reading corners or book reviews, and the ability to recommend reading materials to peers.

The data were analyzed using descriptive and inferential statistics. Descriptive analysis was used to describe students' literacy levels, while inferential analysis with simple linear regression was used to determine the extent to which the Kaliber TM

Multimodal Program influences the improvement of literacy among Grade V students at SDN 32 Ampenan.

## **FINDINGS AND DISCUSSION**

### **Implementation of the Kaliber TM Multimodal Program at SDN 32 Ampenan**

The Thursday Multimodal Literacy Action Program (Kaliber TM) at SDN 32 Ampenan is an innovative activity designed to strengthen students' literacy skills through a multimodal learning approach. This approach integrates several forms of meaning representation visual, oral, linguistic, gestural, and spatial into one meaningful literacy activity. The program is carried out regularly every Thursday from 07.00 to 07.30 as part of the school's morning literacy routine. Its main goals are to increase reading interest, improve students' deep understanding of texts, and develop reflective habits when interpreting different types of information.

Technically, the activity begins with independent reading of free-choice texts such as folktales, fables, or short articles that match students' interests and reading levels. After that, students observe and analyze visual texts such as posters, infographics, educational comics, or illustrated images. Through this process, students do not only read words, but also interpret meaning from symbols, colors, and visual elements that carry specific messages. The teacher acts as a facilitator by helping students connect written (linguistic) texts with visual and spatial representations, so they understand that meaning is constructed not only through language, but also through layout, object placement, and visual relationships within the media (Wafiqni & Milama, 2014).

The next stage involves oral and gestural literacy activities. Students retell the content of the text or explain the meaning of an image in front of their classmates. In this process, they use facial expressions, voice intonation, and body movements as forms of multimodal communication that enrich meaning. These speaking and listening activities help train listening skills and encourage respectful responses to others' ideas, making literacy a social, dialogic, and collaborative activity.

Gradually, the level of reading difficulty is increased from narrative texts to expository and argumentative texts, helping students become familiar with identifying main ideas, interpreting implicit information, and evaluating the relevance of content. The ultimate goal of the program is for students to interpret implicit messages in texts, draw conclusions from multiple sources, integrate information across different texts, evaluate content quality, and develop reflective awareness of meaning. In other words, Kaliber TM focuses not only on surface reading but also on forming higher-order literacy skills.

Based on observations, the implementation of Kaliber TM shows positive changes in students' literacy behavior. Students who were previously passive became more active, enthusiastic, and confident when sharing opinions. They also became more involved in school literacy activities such as reading corners, book reviews, and recommending books to peers. Weekly interactions help make literacy activities a natural part of their learning routine.

By integrating visual, oral, linguistic, gestural, and spatial elements, the Kaliber TM Program successfully creates a literacy experience that is engaging, contextual, and comprehensive. This approach helps students not only understand text content but also sharpen interpretive and expressive skills across different modes of communication. Therefore, this program has strong potential to become a literacy learning model relevant to 21st-century needs, where the ability to understand, interpret, and communicate information multimodally is essential for learning success.

### **Description of Research Data**

This study was conducted at SDN 32 Ampenan and involved 40 Grade V students as respondents. These students were selected because they had participated in the Kaliber

TM Program (Thursday Multimodal Text Literacy) regularly for one semester. The program focuses on literacy activities that combine various types of text—visual, verbal, and audio to increase reading interest and improve students' overall literacy ability. Data were collected using two main instruments: a literacy questionnaire completed by students to measure their literacy skills and habits, and an observation sheet used by the researcher and teacher to assess literacy behavior during learning activities.

The data were analyzed based on four main literacy aspects established by the Ministry of Education, Culture, Research, and Technology: reading, writing, listening, and literacy habits. These aspects represent higher-level literacy skills expected in upper elementary students (Grades IV–VI). Overall, the results show that students' literacy ability falls into the high category, with an average score of 78.5. This indicates that most students have good skills in understanding texts, expressing ideas in writing, listening effectively, and participating actively in school literacy activities.

In the reading aspect, the average score was 80.2, which is considered very good. This shows that the Kaliber TM Program is effective in improving students' ability to understand text content, identify main ideas, and recognize implied meanings. Students also demonstrated the ability to compare two texts based on content and message, especially when analyzing posters and short articles during Thursday literacy activities. Multimodal activities such as reading educational comics, infographics, and digital articles encourage students to process information critically and contextually.

In the writing aspect, the average score was 76.8. Although slightly lower than the reading aspect, it is still categorized as high. Students were able to write coherent paragraphs, use correct spelling and punctuation, and create simple responses to the texts they read. Through reflective writing activities at the end of each Kaliber TM session, students practiced expressing personal opinions and drawing conclusions from the texts, strengthening logical thinking and idea organization (Jeni et al., 2022; Prasetyowati, 2019; Sinaga et al., 2022).

The listening aspect received an average score of 77.4. This shows that students are fairly capable of identifying main ideas from spoken information, summarizing stories they hear, and responding politely to others' opinions. In the Kaliber TM activities, listening skills were developed through watching educational videos or listening to stories read by the teacher. Students were trained to pay attention, take notes, and provide responses based on the content. This helps strengthen oral comprehension while also building communication and empathy among students (Anggraini et al., 2025; Muthiah & Lestari, 2025).

The final aspect, literacy habits, received an average score of 79.6, which is also categorized as high. This shows that the Kaliber TM Program not only influences academic skills but also successfully develops students' interest and habits related to reading. Students became enthusiastic about reading non-textbook materials, actively participated in literacy activities such as reading corners and book reviews, and were able to recommend books to their peers. The routine Thursday activities helped create a positive learning atmosphere and nurtured curiosity toward new reading materials.

### **Results of the Linear Regression Test**

The data in this study were analyzed using a simple linear regression test to find out how much influence the Kaliber TM Multimodal Program (X) has on students' literacy (Y) at SDN 32 Ampenan. Simple linear regression was chosen because this model explains the functional relationship between one independent variable and one dependent variable, so the contribution of the program to students' literacy improvement can be measured.

The result of the analysis produced the following regression equation:  $Y = 52.3 + 0.46X$ . This equation shows that every one-point increase in the Kaliber TM Multimodal Program score will increase the students' literacy score by 0.46 points. The constant value of 52.3 indicates the estimated literacy score of students if the program is not applied. The positive regression coefficient means that the relationship is in the same direction: the better the program implementation, the higher the students' literacy level.

The coefficient of determination ( $R^2 = 0.42$ ) shows that 42% of the variation in students' literacy can be explained by the Kaliber TM Multimodal Program. The remaining 58% is influenced by other factors outside this study, such as the home environment, reading habits, and the school's literacy facilities. This value indicates that the program gives a fairly strong contribution to strengthening literacy skills in elementary school.

The result of the t-test shows  $t\text{-value} = 4.92 > t\text{-table} = 2.02$  at a 5% significance level. Therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. This means that the Kaliber TM Multimodal Program has a significant effect on students' literacy. These findings support previous studies showing that multimodal literacy activities can improve reading, writing, listening, and literacy habits in students at SDN 32 Ampenan.

### **Interpretation of the Findings**

The findings show that the Kaliber TM Multimodal Program has a clear and significant positive effect on the literacy skills of Grade V students at SDN 32 Ampenan. This confirms that multimodal approaches can enrich learning experiences and strengthen basic literacy skills reading, writing, listening while also building a sustainable literacy culture in the school environment. The increase in the average literacy score to 78.5, and the program's contribution of 42%, shows that the program plays an important role in shaping comprehensive literacy abilities in elementary students.

The multimodal approach used in the Kaliber TM Program combines different forms of meaning-making such as text, images, audio, and video. This variety helps students understand reading materials in a more contextual and engaging way (Diab et al., 2024). For example, when reading educational comics or analyzing posters, students interpret messages not only from text but also from visual and symbolic elements (Postel & Hidayati, 2023; Putri et al., 2020). This encourages more complex cognitive processes, such as connecting information from multiple sources, comparing meanings, and summarizing texts in their own words. This is in line with Li et al. (2023), who explain that multimodality supports meaning-making through interaction among different modes of communication.

In writing skills, the program also shows positive impact. Through reflective writing and responses to multimodal texts, students learn to organize ideas clearly, use proper spelling and punctuation, and express opinions with structured language. This strengthens productive aspects of literacy, as students become not only receivers of information but also creators of meaning. Nursolikin et al. (2025) state that multimodal learning encourages reflective and creative thinking because students can express ideas using different media. In Kaliber TM activities, this appears in students' ability to write book reviews, respond to stories, and summarize video content during Literacy Thursday activities.

In listening skills, students also show improvement in understanding spoken information and responding politely to classmates' ideas. Activities like listening to story readings, watching educational videos, and group discussions help them focus on main ideas and relate information to real-life experience (Sudirman et al., 2015). Through guided discussions, students also learn empathy and respectful communication.

The program is also effective in building a literacy culture in the school. Observations show increased enthusiasm for activities such as reading corners, weekly book reviews, and book exchanges. These routines create a positive learning atmosphere and encourage long-term reading habits. A strong literacy culture grows not only from reading and writing tasks but also through social environments where students share books and ideas. This supports Kemendikbud's (2020) statement that literacy culture must be strengthened through creative, collaborative, and continuous activities.

From a pedagogical perspective, multimodal learning also improves classroom engagement and motivation. The use of images, videos, and short texts reduces boredom and adapts to different learning styles. Visual learners benefit from posters and pictures, while auditory learners benefit from audio stories and videos. This shows that the program supports differentiated instruction by accommodating diverse learning needs.

Overall, the Kaliber TM Multimodal Program plays a significant role in improving students' literacy in a holistic way. It enhances reading and writing, builds reflective thinking and effective communication, and cultivates long-term literacy habits. Therefore, the program is suitable to be used as a model for multimodal-based literacy programs in other elementary schools. These findings indicate that innovations integrating multiple modes of representation not only improve learning outcomes but also develop literate, critical, and adaptive learners for 21st-century challenges (Akbar et al., 2023).

## **CONCLUSION**

Based on the findings of this study, it can be concluded that the Kaliber TM Multimodal Program has a positive and significant effect on improving the literacy skills of Grade V students at SDN 32 Ampenan. The program successfully strengthened students' literacy in four key areas reading, writing, listening, and literacy culture with an average score of 78.5, which is considered high. The results of the simple linear regression analysis show that the program contributes 42% to the improvement of students' literacy, with the t-value higher than the t-table value, indicating a significant influence. The multimodal approach, which combines text, images, audio, and video, is proven effective in helping students understand reading materials more deeply, express ideas in a more structured way, and develop stronger interest in literacy activities at school. Through routine activities such as reading, reflective writing, listening to stories, and writing book reviews, the Kaliber TM Program has created an active, enjoyable, and meaningful learning environment. Therefore, this program can serve as a model for strengthening literacy in elementary schools, aligned with the learning needs of the 21st century, and can be an effective strategy for shaping a generation that is literate, creative, and has a strong reading culture.

## REFERENCES

- Akbar, K. R., Asrin, A., & Sumardi, L. (2023). School Planning in Improving the Quality of Graduates of Smpn 3 Mataram, Indonesia. *Path of Science*, 9(1), 2057–2062. <https://doi.org/10.22178/pos.89-14>
- Anggraini, S., Arafat, Y., & Selegi, S. F. (2025). Efektivitas Pembelajaran Literasi Digital “Indonesian Fairy Tales” Melalui Metode Menyimak Terhadap Hasil Belajar Siswa. *Jurnal Lensa Pendas*, 10(1), 189–196. <https://doi.org/10.33222/jlp.v10i1.4223>
- Anjarini, T., Primartadi, A., Agustina, E., & Risma, N. (2024). Pemanfaatan Teknologi Digital Dalam Pembelajaran Untuk Meningkatkan Literasi Digital Bagi Guru-Guru Di SD Muhammadiyah Purworejo. *MESTAKA: Jurnal Pengabdian Kepada Masyarakat*, 3(6), 699–705. <https://doi.org/10.58184/mestaka.v3i6.530>
- Astari, F. V., & Muhroji, M. (2022). Peran Guru dalam Mengembangkan Literasi Informasi bagi Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(3), 4360–4366. <https://doi.org/10.31004/basicedu.v6i3.2833>
- Barumbun, M., Palebangan, C. S., Wahyuni, Moron, M. K., Kojongian, H., & Royani, L. M. (2023). Penguatan Literasi, Numerasi dan Adaptasi Teknologi di SDN 019 Tanjung Selor Melalui Program Kampus Mengajar Angkatan 5. *Transformatif: Jurnal Pengabdian Masyarakat*, 4(2), 173–188. <https://doi.org/10.22515/tranformatif.v4i2.7336>
- Diab, H., Daher, W., Rayan, B., Issa, N., & Rayan, A. (2024). Transforming Science Education in Elementary Schools: The Power of PhET Simulations in Enhancing Student Learning. *Multimodal Technologies and Interaction*, 8(11). <https://doi.org/10.3390/mti8110105>
- Febrianti, W., Mirnawati, L. B., & Faradita, M. N. (2023). Keterampilan Membaca Pemahaman Siswa Kelas IV Sekolah Dasar Dalam Mengikuti Program Literasi: Reading Comprehension Skills of IV Grade Elementary School Students In Participating In The Literacy Program. *Tunas: Jurnal Pendidikan Guru Sekolah Dasar*, 8(2), 119–127. <https://doi.org/10.33084/tunas.v8i2.4945>
- Husnadian, A., Rispawati, B., & Sumardi, L. (2022). Pelaksanaan Pendidikan Karakter Religius Pada Anak Asuh di Panti Asuhan Ampera Pringgasela Kabupaten Lombok Timur. *Jurnal Pendidikan Kewarganegaraan*, 6, 208–2017.
- Indarta, Y., Jalinus, N., Abdullah, R., & Samala, A. D. (2021). 21st Century Skills: TVET dan Tantangan Abad 21. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(6), 4340–4348. <https://doi.org/10.31004/edukatif.v3i6.1458>
- Jeni, J. P. N. S., Zenti, C., Elyusra, E., & Mahdijaya, M. (2022). Meningkatkan Minat Literasi Membaca Siswa Sekolah Dasar. *Empowerment: Jurnal Pengabdian Masyarakat*, 1(5), 722–727. <https://doi.org/10.55983/empjcs.v1i5.251>
- Kudubun, H. G. (2023). PENERAPAN PEMBELAJARAN LITERASI DI KELAS DAN PEMANFAATAN MEDIA PEMBELAJARAN POLIS (POHON LITERASI) PADA SISWA KELAS 1 SD KARTIKA XIII-1 AMBON. *Pattimura Mengabdi: Jurnal Pengabdian Kepada Masyarakat*, 1(3), 132–137. <https://doi.org/10.30598/pattimura-mengabdi.1.3.132-137>
- Li, X., Zhang, X., Zhao, Y., Zhang, L., & Shang, J. (2023). Exploring the role of learning through play in promoting multimodal learning among children: a pilot study in Chinese first-tier cities. *Frontiers in Psychology*, 14, 1103311. <https://doi.org/10.3389/fpsyg.2023.1103311>

- Muslimin, M., & M, Afrizal. (2019). Tugas Guru dalam Perspektif al-Qur'an Surat al-Jumu'ah Ayat 2. *AL-USWAH: Jurnal Riset Dan Kajian Pendidikan Agama Islam*, 2(1), 39–59. <https://doi.org/10.24014/au.v2i1.7156>
- Muthiah, S., & Lestari, M. R. W. D. (2025). Hubungan Antara Kemampuan Menyimak Dongeng terhadap Kemampuan literasi Membaca Anak SD yang Ikut Komunitas Rumah Baca. *Syntax Literate; Jurnal Ilmiah Indonesia*, 10(3), 3238–3245. <https://doi.org/10.36418/syntax-literate.v10i3.57939>
- Nugraha, D., & Octavianah, D. (2020). Diskursus Literasi Abad 21 di Indonesia. *Jurnal Pendidikan Edutama*, 7(1), 107–126. <https://doi.org/10.30734/jpe.v7i1.789>
- Nugraheni, S. W. K. (2024). ANALISIS IMPLEMENTASI LITERASI NUMERASI DI SEKOLAH DASAR NEGERI 02 KARANGROTO. *Jurnal Pendidikan Sultan Agung*, 4(3), 189–199. <https://doi.org/10.30659/jp-sa.v4i3.39997>
- Nur, S., Nurhadi, N., & Pratiwi, Y. (2023). Revolusi Buku Ajar Bermuatan Teks Multimodal Terintegrasi Media: Kurikulum Merdeka. *GHANCARAN: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 377—396-377—396. <https://doi.org/10.19105/ghancaran.vi.11769>
- Nursolikin, M., Ismiyanti, Y., & Yustiana, S. (2025). Implementasi Metode Literasi Multimodal Terhadap Motivasi Belajar Peserta Didik Di Sekolah Dasar. *Jurnal Pendidikan Dasar Flobamorata*, 6(2), 214–220. <https://doi.org/10.51494/jpdf.v6i2.2057>
- Postel, M. Y., & Hidayati, C. (2023). Implementasi Program Kerja Kampus Mengajar Dalam Meningkatkan Literasi, Numerasi Di Sdn Sukolilo 250, Surabaya, Jawa Timur. *Prosiding Seminar Nasional Manajemen Dan Ekonomi*, 2(1), 189–201. <https://doi.org/10.59024/semnas.v2i1.170>
- Prasetyowati, R. (2019). Keterampilan Membaca; Karya Sastra Drama. *INA-Rxiv*. <https://doi.org/10.31227/osf.io/3qzyp>
- Pujiati, D., Basyar, M. A. K., & Wijayanti, A. (2022). Analisis Gerakan Literasi Sekolah di Sekolah Dasar. *Pedagogik Journal of Islamic Elementary School*, 5(1), 57–68. <https://doi.org/10.24256/pijies.v5i1.2615>
- Putri, F. D. C., & Nurhasanah, N. (2023). Implementasi Literasi Budaya dan Kewargaan dalam Mengembangkan Berkebhinekaan Global Di SDN Bahagia 06 Kabupaten Bekasi. *Elementary Journal: Jurnal Pendidikan Guru Sekolah Dasar*, 6(2), 67–76. <https://doi.org/10.47178/15f32d10>
- Putri, I. I. M., rmiyanti, rmiyanti, & Ningsih, E. R. (2020). REALISASI GERAKAN LITERASI DIGITAL SEBAGAI IMPLEMENTASI GERAKAN LITERASI NASIONAL DI SEKOLAH MUHAMMADIYAH PANGKALAN BUN. *Buletin Literasi Budaya Sekolah*, 2(2), 87–99. <https://doi.org/10.23917/blbs.v2i2.12836>
- S, M. T., Muslimah, M., Riadi, A., & Mukmin, M. (2021). Implikasi pedagogis al-Qur'an surah Al-Ahzab ayat 45-48 mengenai tugas dan fungsi guru sebagai pendidik. *Ta'dibuna: Jurnal Pendidikan Islam*, 10(1), 13–27. <https://doi.org/10.32832/tadibuna.v10i1.4188>
- Safitri, I., Marsidin, S., & Subandi, A. (2020). Analisis Kebijakan terkait Kebijakan Literasi Digital di Sekolah Dasar. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 2(2), 176–180. <https://doi.org/10.31004/edukatif.v2i2.123>
- Sinaga, Y. K., Panjaitan, M. B., Simangunsong, R., Sidabutar, S., Purba, P., Sinaga, M. G., Damanik, Y., & Damanik, S. Y. (2022). Penerapan Pembelajaran Membaca, Menulis dan Berhitung (CALISTUNG) dan Literasi dalam Bimbingan Belajar Gratis di SDN 094135 Tigabolon. *Indonesia Berdaya*, 3(2), 225–232. <https://doi.org/10.47679/ib.2022206>
- Soeprijadi, F. (2019). Pendidikan Karakter dan Literasi Informasi dalam Pembentukan

- Modal Intelektual pada Era Revolusi Industri 4.0. *Proceedings of the ICECRS*, 2(1), 167–173. <https://doi.org/10.21070/picecrs.v2i1.2389>
- Sriwijayanti, R. P., Putri, D. R., Festawanti, E. D., Sholeha, R., Miranda, I. A., Maulidiana, F., P.T.K, Rr. G. A., & Alfaruqi, Moh. U. (2023). Upaya Peningkatan Literasi-Numerasi Peserta Didik dengan Pembuatan Pojok Baca dan Majalah Dinding Berhitung Kelas 5 di SD Negeri Pilang 1. *Jurnal Pemberdayaan: Publikasi Hasil Pengabdian Kepada Masyarakat*, 2(2), 61–70. <https://doi.org/10.47233/jpmitc.v2i2.1084>
- Sudirman, A., Mudjiran, M., & Rusdinal, R. (2015). Efektivitas Layanan Informasi yang Mengkombinasikan Metode Ceramah, Sosiodrama, dan Diskusi dalam Merubah Persepsi Siswa Tentang Disiplin Belajar. *Konselor*, 4(1), 33–41. <https://doi.org/10.24036/02015416453-0-00>
- Sukma, E. (2019). Literasi Membaca Puisi Guru SD. *JURNAL INOVASI PENDIDIKAN DAN PEMBELAJARAN SEKOLAH DASAR*, 3(1), 65–73. <https://doi.org/10.24036/jippsd.v3i1.106325>
- Sumardi, L., Rispati, R., & Ismail, M. (2017). DAMPAK TEKNOLOGI INFORMASI TERHADAP PEMBELAJARAN. *El-Hikam*, 10(2), 300–318.
- Sumardi, L., Rohman, A., & Wahyudiati, D. (2020). Does the teaching and learning process in primary schools correspond to the characteristics of the 21st century learning? *International Journal of Instruction*, 13(3), 357–370. <https://doi.org/10.29333/iji.2020.13325a>
- Sumardiyani, L., Murniati, N. A. N., & Reffiane, F. (2018). RANCANG BANGUN MODEL MONEV PENDIDIKAN KARAKTER. *JP3 (Jurnal Pendidikan Dan Profesi Pendidik)*, 1(1). <https://doi.org/10.26877/jp3.v1i1.2194>
- Tresnawati, N., Margareth, N., Indah, M. N., & Melinda, S. P. (2024). Literasi teknologi calon guru sekolah dasar. *COLLASE (Creative of Learning Students Elementary Education)*, 7(1), 1–8. <https://doi.org/10.22460/collase.v7i1.21611>
- Wafiqni, N., & Milama, B. (2014). PERANAN GURU IPA DAN IPS DALAM MENANAMKAN NILAI YANG TERKANDUNG DALAM KONTEN IPA DAN IPS DI MADRASAH IBTIDA'YAH. *TARBIYA: Journal of Education in Muslim Society*, 1(2), 239–254. <https://doi.org/10.15408/tjems.v1i2.1271>
- Wasliman, I., Khor, A., Sauri, S., Juwanto, J., Haryono, W., Yusuf, Y., & Sartono, S. (2025). IMPLEMENTASI MANAJEMEN BERBASIS SEKOLAH DALAM MENINGKATKAN KINERJA GURU: STUDI KASUS DI SMAN 112 JAKARTA BARAT. *MANAJERIAL: Jurnal Inovasi Manajemen Dan Supervisi Pendidikan*, 5(2), 471–479. <https://doi.org/10.51878/manajerial.v5i2.6202>
- Wijaya, R. B., Yunita, R., Winarsih, P., & Suwadi. (2025). Evaluasi Guru Penggerak Perspektif Guru PAI Berbasis CIPP di OKU Timur Sumatera Selatan. *Al-Abshor : Jurnal Pendidikan Agama Islam*, 2(3), 244–255. <https://doi.org/10.71242/nkeex339>
- Yusup, P. M., & Saepudin, E. (2017). PRAKTIK LITERASI INFORMASI DALAM PROSES PEMBELAJARAN SEPANJANG HAYAT (INFORMATION LITERACY PRACTICES IN THE PROCESS OF LIFELONG LEARNING). *Jurnal Kajian Informasi & Perpustakaan*, 5(1), 79–94. <https://doi.org/10.24198/jkip.v5i1.11387>