The Fostering of Multimodal Text Literacy in Elementary School Learning

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ABSTRACT

Literacy is very important for learners, but national assessment results show that their literacy skills are still low. Therefore, multimodal text literacy has become the focus of the Indonesian government in recent years. The purpose of this study is to describe the planning and implementation of multimodal text literacy acculturation in primary schools. The research method used was descriptive qualitative with a phenomenological approach. Data collection techniques were observation, interview and documentation. The results of this study show that multimodal text literacy acculturation in primary schools is carried out by building a multimodal text-rich school environment which is a variation of the form of literacy activities in primary schools. The conclusion is that multimodal text literacy acculturation can be done with various forms of literacy activities. The results of this study provide strategic recommendations for primary schools in improving literacy skills.

Keywords: elementary school, literacy fostering, multimodal texts, phenomenology, PISA

INTRODUCTION

The low literacy proficiency of students, as indicated by the PISA 2022 scores released by the OECD in early December 2023, shows a decline. Yet, numeracy literacy skills are essential for solving everyday problems using mathematical knowledge, both symbols and numbers. Literacy is also recognized as a crucial factor influencing students' success in school and in social life (Wahyani et al., 2022), (Wannapiroon et al., 2021).

The factors contributing to low literacy proficiency include limited literacy tools or media in schools (Rahmawati et al., 2022), the absence of a literacy culture environment (Laras Widi Anggraini & Rahmawati, 2023), and insufficient guidance from teachers (Dwijayati & Rahmawati, 2021). Therefore, effective strategies are needed to improve low literacy proficiency (Van Vugt et al., 2024). The fostering of multimodal text literacy is chosen as a strategy to enhance literacy proficiency, especially in elementary school learning. Multimodal literacy is literacy that utilizes multiple means of communication, such as written text, images, sounds, and other forms of communication (Eisenlauer & Karatza, 2020). Multimodal text literacy is proven to help learners understand information better and more interestingly, so that it can overcome low PISA scores with more effective and comprehensive literacy strategies.

The fostering strategy of multimodal text literacy involves the utilization of various media types, such as written texts, images, videos, and audio, to enrich students' learning experiences. The incorporation of multimodal texts not only enhances students' comprehension of the material but also fosters reading interest and critical thinking skills. The implementation of this strategy necessitates collaboration among teachers, students, and parents to create a supportive learning environment. Teachers need to be trained in the use of multimodal media and how to integrate them into the curriculum. Furthermore, schools should provide adequate resources, including access to technology and diverse reading materials. With this strategy, it is hoped that students' literacy skills can improve, not only in academic contexts but also in their everyday lives. This will have a positive impact on national literacy scores and the overall quality of education.

In efforts to improve literacy proficiency, several studies have been conducted in literacy fostering by utilizing instructional media and curricular activities (Patriana et al., 2021), through the establishment of school literacy teams (Muliantara & Suarni, 2022), by providing libraries and utilizing information technology (Sholikhah et al., 2023), and through the fostering of school literacy movements (Fauziah & Lestari, 2018). According to Mustofa et al. (2022), one supporting factor for school literacy fostering is the availability of reading literacy facilities and infrastructure such as school libraries and reading corners.

However, in previous research, there are aspects that researchers have overlooked, namely the importance of integrating multimodal texts in efforts to improve students' literacy proficiency. Although there have been numerous literacy studies focusing on literacy fostering in elementary schools, multimodal text literacy in elementary schools still rarely takes center stage. Multimodal refers to texts that utilize various modes of communication, such

as verbal, visual, audio, and others (Eisenlauer & Karatza, 2020). Based on previous research on multimodal literacy (Cappello et al., 2019), (Taylor & Leung, 2020) create opportunities for students to critically evaluate and address social issues relevant to them. Multimodal literacy also enables them to access information they seek accurately (Kanitz & Luz, 2019).

The potential of employing multimodal texts as an effective and inclusive strategy to enhance literacy skills remains largely unexplored. Additionally, the roles of cultural literacy environments and the guidance provided by teachers in shaping literacy also warrant greater attention to comprehensively understand the factors influencing students' literacy proficiency in primary schools. Previous research on multimodal text literacy has primarily been conducted at the tertiary level, with minimal focus on fostering multimodal text literacy in primary schools as a means to enhance literacy skills. Therefore, the researcher has chosen to explore the fostering of multimodal text literacy to enhance students' literacy proficiency in primary schools.

The aim of this study is to describe the planning and implementation of the fostering of multimodal text literacy in primary schools. The urgency of this research lies in the pressing need to address challenges in language learning involving students with diverse learning styles, while also strengthening their understanding of local culture and preparing them for participation in an increasingly digital and multicultural society.

METHOD

The method employed in this research is a qualitative approach using a phenomenological approach. The phenomenological approach is very suitable for this research because this research examines the acculturation of multimodal text literacy at Bulukantil State Elementary School in Surakarta City. Phenomenological research focuses on human experience and how humans understand their experiences (Sutama, 2019). This research delves into information regarding literacy fostering in primary schools through multimodal text literacy activities. The study was conducted at Bulukantil State Elementary School in Surakarta City.

Bulukantil State Elementary School was chosen as the research location for several strategic reasons. The first reason is that Bulukantil State Primary School is known to have good learning quality and has a potential environment for the implementation of multimodal text literacy. The second reason is that the school has a heterogeneous composition of learners, allowing the research to cover a variety of social and cultural backgrounds, thus providing more comprehensive and representative data. The third reason is that the location of Bulukantil State Elementary School is strategic

and easily accessible, making it easier for researchers to make observations and collect data.

The data collection technique employed in this study involves direct interviews. Interviews were conducted with the school principal, 6 classroom teachers, 9 students from grades 4, 5, and 6, and 3 parents to gain comprehensive insights into the fostering of multimodal text literacy at the primary school level. Learners were selected from grades 4, 5 and 6 because at this level learners have acquired the basics of knowledge and skills from the primary school curriculum. In addition, in grade 5, a national assessment is conducted, the results of which are contained in the school education report card. The interview instruments consist of 4 types, tailored for the school principal, teachers, students, and parents, respectively.

Observation in this research is employed to record phenomena that occur directly. Among the aspects observed in this study are the school environment, classroom spaces, the library, literacy activities at the school, and classroom learning activities. This observation was conducted by observing the interaction between teachers and students, as well as how students participated in multimodal text literacy activities. Additionally, the observation encompassed the use of audiovisual media and various reading materials in the classroom and library settings. The researcher recorded changes in student behavior and engagement following the implementation of multimodal text literacy. These observational data were combined with interview results to provide a comprehensive overview of the implementation and impact of multimodal text literacy. Data analysis was carried out using thematic analysis techniques to identify the main themes emerging from the data, thereby offering profound insights into the practices and challenges of fostering multimodal text literacy at Bulukantil State Elementary School.

Documentation serves as a means to obtain data and information in various forms such as books, archives, writings, and images. This data was then organized and read in depth to understand the content. The researcher assigned initial codes, identified initial themes based on the similarity of the codes, and reviewed the themes to ensure their representation was accurate. Each theme was clearly defined and named, and the results of the analysis were reported in the form of a narrative that presented the main themes and subthemes found, with concrete examples from the data to support each theme. In this study, researchers collected documents related to the problems to be studied. Documentation taken in this study such as education report cards, school literacy programs and multimodal text literacy acculturation activities are important supporters. The researcher will also collect photographs of multimodal text literacy acculturation activities.

To ensure data accuracy, the researcher conducts triangulation. Source triangulation is achieved by referring to the interview results with the school principal, teachers, students, and parents. Technique triangulation in this study involves cross-referencing observation, interviews, and documentation techniques to subsequently draw conclusions.

The data analysis technique employed in this research is the interactive data analysis technique by Miles and Huberman (Sugiyono, 2018) through three stages: data reduction, data display, and conclusion drawing/verification.

Graphic 1 :
The stages of the data analysis process
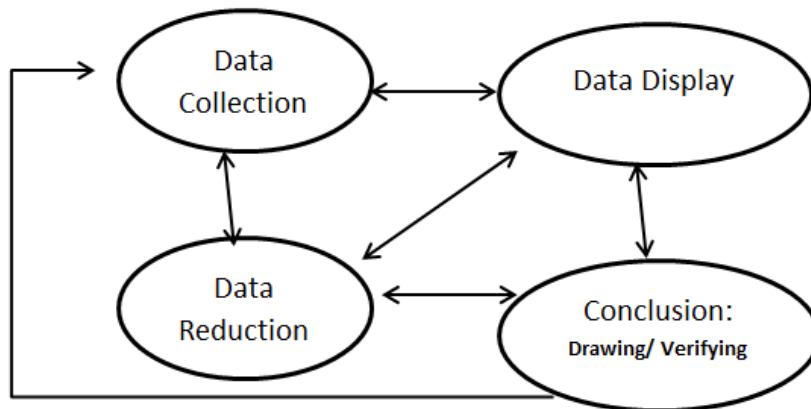
FINDINGS AND DISCUSSION

This section presents the research findings followed by discussion. In previous research conducted by (Patriana et al., 2021) which examined literacy acculturation in elementary schools, this study discussed problems in the form of planning and implementing literacy acculturation only in curricular activities, while in this study researchers formulated two problems of literacy acculturation in the school environment. Therefore, this section is divided into two parts based on the research problem, namely (1) the planning of multimodal text literacy fostering in primary schools and (2) the implementation of multimodal text literacy fostering in primary school learning. The first section will discuss in depth the strategies that have been designed to introduce and integrate multimodal text literacy into the primary school setting. This includes needs analysis, curriculum development and teacher training. Meanwhile, the second section will review the concrete implementation of these strategies, including an evaluation of their effectiveness based on observations and data collected during the research. The implementation of multimodal text literacy acculturation will also be compared with traditional literacy approaches to see to what extent this new method has a positive impact on students' literacy skills.

Specific examples of multimodal text literacy activities in the classroom include text, images, audio and video. Learners study digital media about endangered animals that includes text, images, posters, videos and audio narratives, practicing writing and thinking skills. The classroom also has a reading corner that allows learners to explore learning resources in the form

of quality reading books. In addition, there is a display board that is used to display the work of students. The use of this multimodal text literacy strategy helps learners understand and convey information in richer and more diverse ways, increasing their engagement and understanding.

The results of these two sections are expected to provide a comprehensive picture of the efforts and challenges in improving multimodal text literacy in primary schools, as well as recommendations for future best practices. In this study there are some limitations, such as lack of resources, teacher skills, time, technology access gaps, and student motivation and participation. To overcome this, school strategies in managing limited assets and resources are needed. Teachers need to develop learning methods that integrate literacy activities to increase learner motivation and participation. Thus, multimodal text literacy can be implemented more effectively and provide maximum benefits for improving learners' literacy skills.

a. Planning for the Implementation of Multimodal Texts

Bulukantil State Primary School has started literacy reinforcement activities since 2021, this was conveyed by the principal in his interview with the researcher. The principal initiated the activity, and she gave full support to the implementation of the literacy reinforcement program at Bulukantil State Elementary School. The implementation of multimodal text literacy activities involved all teachers and staff. The implementation also involves students and their guardians. The whole program of multimodal text literacy implementation activities at Bulukantil State Primary School can be carried out because of the good cooperation of all school members. In planning multimodal text literacy at Bulukantil State Primary School, the principal coordinates with teachers, the school literacy team, parents and students. The principal takes the lead in formulating the program, allocating resources and accompanying the program planning process, while teachers are responsible for creating reading corners, classroom display boards with collaboration in the school literacy team. Parents and learners are invited to actively participate in the planning process of multimodal text literacy activities.

The planning of multimodal text literacy implementation activities at Bulukantil State Elementary School is divided into three steps. The first step involves studying educational reports. This entails data analysis from student reports to identify areas where literacy needs improvement, particularly in reading comprehension and writing skills. The second step entails the school's development in three environments: the physical environment, the social-affective environment, and the academic environment. In the third step, the school principal allocates clear responsibilities among teachers and staff.

The physical environment is improved by providing reading corners, classroom display boards, murals, projectors, as well as visual materials such as educational posters and a cozy library, allowing students to access various

learning resources easily. The social-affective environment is developed by encouraging collaboration between students, teachers and parents through group activities and discussions and providing emotional support through counseling. The academic environment is strengthened by integrating multimodal text literacy in the curriculum, training teachers to develop and teach subject matter that uses multimodal text, and setting clear targets and evaluations to monitor student progress. Each teacher will be responsible for integrating multimodal texts in the school environment, while other employees will help with equipment maintenance and training learners in their use. Bulukantil Public Primary School has taken several strategic steps for the sustainability of multimodal text literacy. Continuous training for teachers, the establishment of a school competency team and the integration of multimodal text competency activities into the curriculum will ensure the sustainability of the program. The school also provides an annual budget for the maintenance and renewal of technical equipment and materials to improve literacy. Bulukantil State Elementary School also strengthens support from outside the school by working with parents and the community. Regular evaluation and feedback ensure that the program is always relevant and effective.

The implementation of the multimodal text literacy program at Bulukantil State Elementary School involves various creative and interactive activities designed to engage the students' interest. For instance, students are encouraged to participate in projects based on multimodal texts, such as creating posters, short videos, and digital presentations that integrate text, images, and sound. Teachers also conduct multimedia-enhanced learning sessions to assist students in better understanding the taught concepts. These activities not only enhance students' literacy skills but also develop their abilities in utilizing technology and communicating effectively. Schools determine which multimodal texts to use in the school curriculum by considering educational standards and students' needs and interests. Text selection is based on clear learning objectives, such as improving conceptual understanding or developing literacy skills. Evaluations are conducted to ensure that the multimodal texts support the school's overall learning objectives and meet students' needs in the learning process.

The entire school community, including teachers, students, and parents, is also encouraged to actively participate in various literacy activities held regularly. Activities such as reading competitions, creative writing workshops, and book discussions are organized to motivate students to be more enthusiastic about reading and writing. Parents are provided with guidance to support their children at home by creating an environment rich in reading materials and opportunities to interact with multimodal texts. Through this collaborative approach, it is hoped that students' literacy at Bulukantil State Elementary School can significantly improve, and they can be better prepared to face academic challenges in the future.

Table 1:

Planning the Implementation of Multimodal Text Literacy in Primary Schools

Step(s)	Activity	Description
First	Studying Educational Reports	1. Identifying issues based on the indicators presented in the Education Profile. 2. Reflecting on achievements, equity, and the learning process to identify the root of the problem.
Second	Development of Strategies for Implementing Multimodal Text Literacy	Implementing Remedial Measures through Formulating Activities in the Form of Activity Plans and Budget Allocation to Address the Root Cause.
Third	Assignment of Responsibilities for Implementation Activity Oversight	The school principal forms an implementation team for multimodal text literacy activities, comprising teachers and staff.

The strengthening of numeracy literacy and technology adaptation in schools can be realized through collaboration among all learning elements, including schools, teachers, principals, students, and even parents (Darwanto et al., 2021). For instance, schools should provide the necessary media, learning tools, and learning resources. Furthermore, in efforts to accelerate the achievement of Indonesia's educational vision aligned with the Ministry of Education and Culture's strategic plan, which is reflected in the independent learning policy, one of the objectives is to enhance the literacy and numeracy skills of students (Muliantara & Suarni, 2022). There are three strategies for strengthening literacy and numeracy that schools can implement: implementation strategies in the physical environment and fostering a creative environment, implementation strategies in the social-affective environment, and implementation strategies in the academic environment (Kemendikbud, 2021).

The three implementation strategies formulated by Bulukantil State Elementary School align with the literacy strengthening strategies outlined by the Ministry of Education and Culture. These three strategies are elaborated as follows:

1) Development of a Text-Rich Physical Environment in the School

A text-rich physical environment is an essential component in developing a culture of literacy within schools. A text-rich environment is defined as a setting where children interact with various forms of print materials, including signs, labeled learning corners, story walls, displays, labeled murals, bulletin boards, graphs and diagrams, poetry, and other print materials (Kadlic et al., 2003). A text-rich environment provides students with ample opportunities to develop reading habits and skills. A well-organized classroom space can captivate students and encourage them to participate in the myriad learning experiences offered by the school.

The physical classroom environment serves as an indicator of the extent to which teachers promote literacy strengthening. Classrooms that support reading and writing instruction include print materials displayed on walls, classroom libraries, desks and chairs arranged for interaction within the classroom, and designed for independent learning and resource utilization. Besides serving as instructional aids, these areas also provide spaces where students can work independently, in small groups, or as a whole class.

In addition to creating a physically rich text environment, this strategy also involves providing various diverse and engaging reading resources. The school offers storybooks, magazines, articles, and other reading materials relevant to the curriculum and students' interests. Every corner of the classroom is adorned with readily accessible reading materials, allowing students to choose and read according to their preferences. Teachers also conduct regular activities such as shared reading, book discussions, and literacy projects to further stimulate students' reading interests. Moreover, the use of digital technology such as e-books and online literacy applications is introduced to enhance the variety of reading resources and improve students' digital literacy skills. By integrating these various elements, it is hoped that the text-rich physical environment at Bulukantil State Elementary School not only creates a conducive learning atmosphere but also cultivates positive and sustainable reading habits among all students.

2) Development of Social-Emotional Environment

The social-emotional environment refers to the affective social environment in the definition provided by Beers et al. (2010). The affective social environment is shaped through communication models and interactions among all school components. Teachers act as colleagues, fostering open communication, while parents and teachers collaborate as partners. Additionally, effective communication, support, and mutual trust are encouraged among school principals, staff, and teachers. Within this school environment, there is acknowledgment of students' achievements throughout the year. This not only includes recognizing students' academic achievements but also their attitudes and efforts (Ministry of Education and Culture, 2021). Schools can organize book festivals, poster competitions, storytelling sessions, character book parades, and other events to incorporate literacy into all important celebrations throughout the school year.

The development of an inclusive socio-emotional environment also encompasses attention to mental well-being. Schools should serve as safe spaces for all students, where they feel heard and understood. This involves increasing awareness of mental health issues among students and school staff, as well as providing the necessary resources and support. Programs such as meditation classes or counseling can help students manage stress and enhance their overall well-being. Additionally, adopting zero-tolerance policies towards harassment and bullying can help create a safer and more supportive environment. Thus, the development of socio-emotional environments in schools not only focuses on positive interactions between students and staff but also on maintaining students' mental health to support their holistic growth and development.

3) Development of Academic Environment.

The academic environment is the school ecosystem that supports the improvement of the quality of the learning process. The quality of learning is not solely the responsibility of teachers. The school community, including the principal, educational staff, parents, and school board, also care and provide support in creating a student-centered learning process. An academic atmosphere supported by a collaborative spirit fosters innovation and creativity in creating literacy in intracurricular, extracurricular, and co-curricular activities in schools (Ministry of Education and Culture, 2019).

Students' literacy competencies can be enhanced by creating a learning environment rich in literacy activities. This environment is created by presenting various literacy competency development activities to train students' critical thinking skills, making them lifelong learners. In the initial stages, emotional relationships are built among students, teachers, and educational staff. The relationship pattern between

teachers and students can be developed more egalitarianly, fostering a better academic atmosphere (Ministry of Education and Culture, 2023).

The holistic development of an academic environment also involves leveraging technology as a tool in learning. Integrating technology into the learning process can broaden access to a wider range of educational resources, enhance student engagement, and facilitate differentiated instruction. By providing access to online learning platforms, schools can extend learning beyond the classroom and provide opportunities for students to learn according to their individual learning styles. Moreover, technology can also be used to support the monitoring and evaluation of students' progress individually, enabling teachers to provide more targeted and personalized feedback. Thus, the development of an academic environment not only encompasses traditional factors such as teacher-student interactions but also considers the role of technology in enhancing the effectiveness and efficiency of the learning process.

b. Implementation of Multimodal Texts

Implementation of multimodal text literacy activities is carried out by the team formed by the school principal during the planning stage. The implementation of multimodal text literacy in schools, by integrating various forms of texts such as images, videos, and graphics, is expected to enhance students' literacy skills. By combining these elements, students not only improve their reading and writing skills but also gain a broader understanding of interpretation. Each student with different needs and interests is expected to experience literacy in school according to their needs. Furthermore, the use of multimodal text literacy can also assist students in developing critical skills in understanding and evaluating information presented in various formats. They will learn to consider the context, purpose, and authenticity of the information sources they encounter, thereby strengthening their ability to think critically and analytically. Additionally, by leveraging various types of multimodal texts, schools can create more engaging and diverse learning experiences for students, motivating them to actively engage in the learning process. Thus, the implementation of multimodal text literacy aims not only to enhance students' reading and writing abilities but also to equip them with the skills necessary to succeed in an increasingly complex and ever-changing information age. The implementation of multimodal text literacy conducted in the researcher's school, Bulukantil State Elementary School, is outlined in the table below.

Table 2 :

Activities for Fostering Multimodal Text Literacy at Bulukantil State Elementary School

No	Jenis Multimodal	Implementasi	Efektivitas
1	Exhibition of Artworks	• Each classroom is provided with a display board for showcasing students' artworks. • There is a display board for showcasing students' artworks located at the front courtyard of the school.	• These displays are effective in providing opportunities for learners to express their creativity through works displayed in classrooms and school grounds.
2	Word Wall	• Creating a word wall at the school containing school slogans.	• Word walls help build school identity and promote school values as well as strengthen learners' reading skills.
3	Reading Corner	• Each classroom has a reading corner that is well maintained and utilized effectively. • The reading corner is managed through collaboration among teachers, parents, and students.	• Reading corners in classrooms provide easy access for learners to improve literacy skills.
4	Mural	• Almost every exterior wall of the school is adorned with murals. • Each mural on the walls carries its own significance.	• Murals on school walls can provide an immersive and contextualized visual experience for learners and school community.
5	Audio-Visual System	• Regional and national songs are played every	• Screening local and national songs and movies on specific

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morning using the school's sound system. • Films are screened during specific events at the school.	occasions through the school's audio-visual system helps broaden learners' cultural horizons and improve their understanding of the wider context.

The Bulukantil State Elementary School has successfully implemented five types of multimodal text literacy. The activities fostering multimodal text literacy at Bulukantil State Elementary School reflect the school's commitment to creating a rich and stimulating learning environment. Through various initiatives such as showcasing student works, word walls, reading corners, murals, and the utilization of audiovisual media, the school provides students with opportunities to engage in diverse forms of expression and comprehension. This not only enriches students' learning experiences but also fosters an appreciation for various types of multimodal texts. Thus, Bulukantil State Elementary School has successfully established an environment supportive of holistic and enjoyable student literacy development.

Moreover, multimodal text literacy fostering activities also foster a collaborative atmosphere among students, teachers, and school staff. Through the process of creating and exploring various types of multimodal texts, students are encouraged to work together, share ideas, and inspire each other. This not only strengthens social relationships among members of the school community but also cultivates a sense of ownership over their learning environment. When students feel they have an active role in shaping their school environment, they are more likely to be motivated to learn and participate in learning activities. Thus, multimodal text literacy activities not only have a positive impact on students' literacy skills but also lay a strong foundation for an inclusive and student-centered learning culture. The corresponding illustrations are depicted below.

Picture 1 :
The students' works on display.

Each classroom at Bulukantil State Elementary School is equipped with display boards showcasing a collection of students' works, serving as a form of appreciation and motivation for their ideas and creative outputs. Additionally, in front of the school premises, there is a display board featuring the best works, allowing all members of the school community, including parents and guests, to appreciate students' achievements on a broader scale. This program encourages students to engage in creative endeavors with greater enthusiasm, as they know that their hard work will be seen and valued by many. This scenery not only enhances the school environment aesthetically but also fosters confidence and camaraderie among the students. With the provision of these display board facilities, Bulukantil State Elementary School has succeeded in creating a more inclusive learning environment and promoting active participation from the entire school community.

Picture 2:
Word Wall

The second initiative in fostering multimodal text literacy at Bulukantil State Elementary School involves creating an attention-grabbing word wall within the school premises featuring the school's slogan. Bulukantil State Elementary School proudly displays its slogan, "*Bulukantil HEBAT*," on this word wall, the word HEBAT serves as an acronym. *H = Harmonis (Harmony), E = Empati (Empathy), B = Bijak (Wise), A = Adaptif (Adaptive), T = Toleransi (Tolerance).* The slogan encapsulates the values and spirit that the school has upheld throughout its journey. This word wall is meticulously designed with vibrant colours and creativity, making it a focal point for students, teachers, and visiting guests alike. Each slogan adorning the wall is carefully chosen to motivate and inspire the entire school community. It transforms the school atmosphere into one that is positive and energetic, fostering a culture of excellence in all endeavors among the students. This word wall serves not only as a decorative element but also as an educational tool, reminding everyone of the virtues that should be upheld.

Picture 3 :
Reading Corner

In every classroom at Bulukantil State Elementary School, a designated reading corner is carefully managed and utilized to create a comfortable and inspiring space for students to explore the world of literacy. The management of these reading corners is based on a collaborative system involving teachers, students, and parents. One of the core principles guiding its management ensures that the book collection is always up-to-date and aligned with the interests and needs of the students. Teachers and parents work together to provide a diverse range of reading materials, while students actively participate in maintaining and organizing the reading corner. This collaboration not only enhances students' reading interests but also fosters a sense of responsibility and camaraderie in caring for school facilities. As a result, the reading corners at Bulukantil State Elementary School have become favorite spots in every classroom, where students can enjoy reading and deepen their knowledge in a pleasant atmosphere.

Picture 4:
School Wall Mural

As part of the efforts to cultivate multimodal text literacy, vibrant and creatively designed murals adorn the exterior walls of Bulukantil State Elementary School, capturing attention with their bright colours and captivating designs. Each mural carries its own significance, representing important school values such as friendship, hard work, and environmental stewardship. These murals not only beautify the school environment but also convey profound educational messages to the students. As students pass by these murals every day, they are reminded of the importance of these values in their daily lives. Thus, these murals carry a significance beyond mere decoration; they serve as integral components in the learning process and character development of the students within the school.

Picture 5 :
Audio Visual System
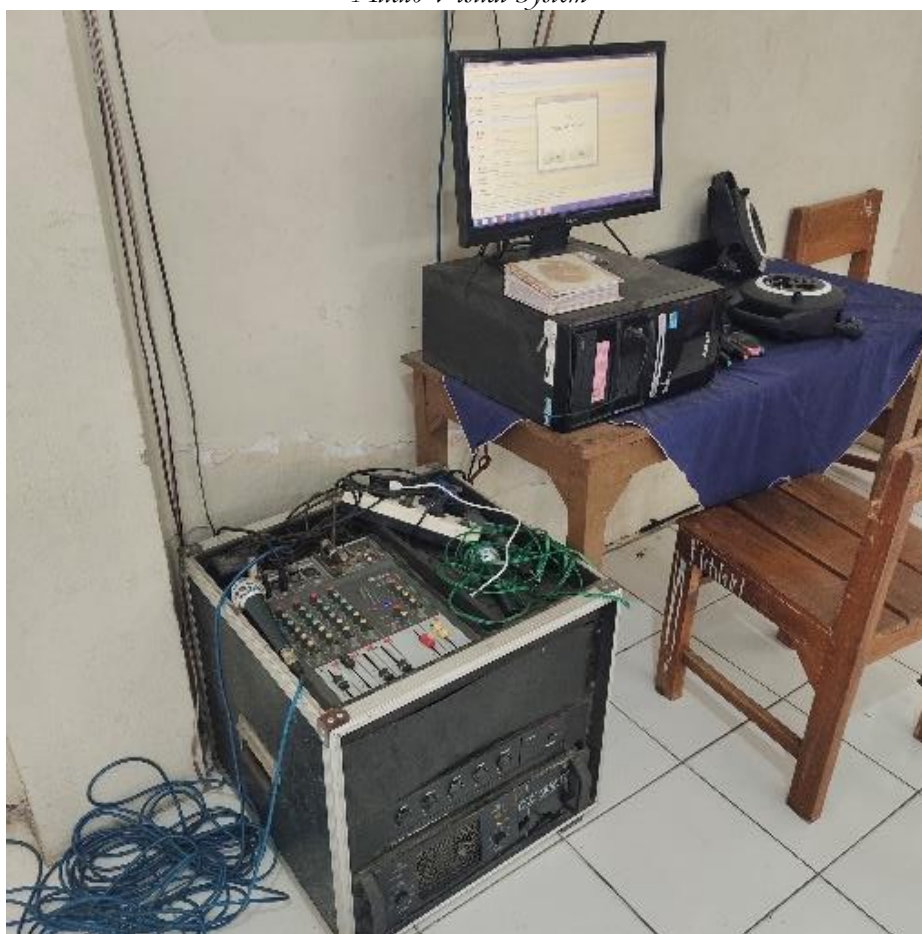
Every morning, the atmosphere at Bulukantil State Elementary School is filled with enthusiasm and pride as regional and national songs are played through the school's sound system. This musical accompaniment serves not only as a form of digital literacy but also aims to instill a sense of love for culture and homeland among the students from an early age. Additionally, on special occasions, the school screens various inspirational films carefully selected to enhance students' knowledge and provide education. The screening of these films becomes eagerly anticipated events, as they create special experiences and enrich the learning journey of the students. The combination of music and film screenings at Bulukantil State Elementary School successfully fosters a dynamic and enjoyable learning environment, where each day is colored with activities that cultivate the spirit and broaden the insights of the students.

After implementing these five forms of multimodal text literacy, the national assessment results of Bulukantil State Elementary School in 2022, released in 2023, showed improvement.

Table 1 :
Bulukantil State Elementary School's Educational Report

NO	INDICATOR	REPORT CARD SCORE 2023	SCORE CHANGE FROM LAST YEAR	REPORT CARD SCORE 2022	RANKING IN CITY	NATIONAL RANKING	DATA SOURCE
A.11	**Competency in reading informational texts** Learners' competence in understanding, using, reflecting, and evaluating informational text (non-fiction)	63,12	Up 3,12 %	61,21	Upper middle rank (21-40%)	Top Rank (1-20%)	National Assessment (Ministry of Education, Culture, Research and Technology)
A.12	**Competency in reading literary texts** Learners' competence in understanding, using, reflecting, and evaluating fiction texts	69,81	Up 8,91 %	64,1	Upper middle rank (21-40%)	Top Rank (1-20%)	National Assessment (Ministry of Education, Culture, Research and Technology)
A.13	**Competence in accessing and discovering text content (L1)** Learners' competence in the ability to find, identify, and describe an idea or explicit information in informational (non-fiction) and literary texts.	73,3	Up 6,94 %	68, 54	Upper middle rank (21-40%)	Top Rank (1-20%)	National Assessment (Ministry of Education, Culture, Research and Technology)
A.14	**Competency in interpreting understanding the content** Learners' competence in the ability to compare and contrast ideas or information within or between texts, make inferences, categorize, and combine ideas and information in texts or between informational (non-fiction) and literary texts.	64,76	Up 9,91 %	58,92	Upper middle rank (21-40%)	Top Rank (1-20%)	National Assessment (Ministry of Education, Culture, Research and Technology)
A.15	**Competence in evaluating and reflecting on the content of texts (L3)** Learner competencies in the ability to analyze, predict, and assess content, language, and elements in informational (non-fiction) and literary texts	58,42	Up 3,99%	56,18	Medium rating (41-60%)	Top Rank (1-20%)	National Assessment (Ministry of Education, Culture, Research and Technology)

Data source: https://raporpendidikan.kemdikbud.go.id/

The educational report indicates an improvement in students' literacy skills at Bulukantil State Elementary School compared to the previous year. This aligns with the findings of a study conducted by (Kusumawardani et al., n.d.), which observed an increase in educational report achievements at their school through literacy reinforcement strategies.

The outcome of this writing is that through the implementation of multimodal texts in schools, students will become accustomed to recognizing the characteristics of information across various media and will develop critical thinking skills in responding to information. The implementation takes the form of creating a school environment rich in multimodal texts, such as increasing signs, symbols, pictures, codes, audio, visual, gestural media, as well as other forms of literacy activities in elementary schools.

Thus, the literacy strengthening strategy through the implementation of multimodal texts at Bulukantil State Elementary School has proven successful in enhancing students' literacy skills. Through exposure to diverse multimodal texts, students become familiar with various information formats and are able to develop their critical skills in interpreting and evaluating the content they encounter. The school environment rich in multimodal texts provides students with opportunities to practice their understanding and interpretation through various media, ranging from images, symbols, to audio and visual media. By becoming accustomed to critically engaging with information in the school environment, students will be better prepared to face the diverse literacy challenges in their future lives.

During the implementation of multimodal text literacy at Bulukantil State Primary School several challenges were faced including the availability of sufficient resources to maintain and develop all literacy activities such as reading corners and display boards. The school overcame this by involving parents and the community and seeking additional support to increase the collection of books and literacy materials. Another challenge was to conduct training for teachers in effectively acculturating multimodal texts.

The evaluation results show that the implementation of multimodal texts in schools has been successful in improving learners' literacy skills as evident from the improvement in report card results. By giving learners wide access to various forms of texts such as images, murals and audio-visual media, schools create an inclusive and dynamic learning environment, preparing students to face future literacy demands more readily and critically.

CONCLUSION

The multimodal text literacy planning at Bulukantil State Elementary School consists of three steps: analyzing educational reports to identify areas of literacy that need improvement, developing three environments (physical, social-affective, and academic), and assigning tasks among teachers and staff, involving parents. The implementation of multimodal text literacy fostering at Bulukantil State Elementary School involves creating a school environment rich in multimodal texts, such as displaying student works, word walls, reading corners, educational murals on school walls, and audiovisual media within the school environment. The results of this implementation are

reflected in the improvement of students' reading and writing skills at Bulukantil State Elementary School. The school can continue to apply literacy improvement strategies, particularly multimodal text literacy enhancement strategies, to enhance students' literacy. Teachers must continue to motivate students by supporting and evaluating their efforts. Schools are also expected to expand the use of multimodal texts, including incorporating more audiovisual elements into everyday learning. Thus, the fostering of multimodal text literacy can be achieved through a variety of literacy activities in schools. As a recommendation for future research, it is important to investigate more deeply how multimodal text integration can specifically impact learners with different backgrounds. Research could focus on the effectiveness of multimodal text strategies to improve reading and writing skills for students from different socio-economic backgrounds or with different learning abilities. Furthermore, there is a need to evaluate how students' comprehension of multimodal texts can be improved through a more individualized approach. This research has important implications for education practice and policy in Indonesia. The results show that retaining multimodal texts can help prepare students for the increasingly complex demands of reading and writing in the digital age. From a policy perspective, this study reinforces the rationale for integrating multimodal text strategies into the school curriculum as part of efforts to provide a comprehensive education and focus on measurable outcomes. By understanding the importance of multimodal text literacy, schools and policymakers can develop more effective efforts to improve students' overall literacy.

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