MULTI-LITERACY LEARNING MODEL

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Abstrak: Kompetensi yang harus di kembangkan pada abad ke-21, secara lebih komprehensif yaitu dititikberatkan pada komptensi berpikir dan berkomunikasi. Menurut Trilling and Fadel (2009:21) terdapat beberapa karakteristik penting pada abad ke -21 yaitu knowledge work, thinking tools,learning research, digital lifestyle. Selain karakteristik berdasarkan Binkley, et al. (2012; 18-19) menyatakan dan mengorganisasikan sepuluh keterampilan yang harus di miliki pada abad ke-21 ke dalam empat kelompok yaitu keterampilan cara berpikir, keterampilan cara bekerja, alat untuk bekerja,keterampilan berkehidupan. Wadah besar yang dapat memayungi seluruh keterampilan di atas adalah 3 literasi dasar yakni literasi membaca, literasi menulis, dan literasi aritmatika. Berdasarkan Trilling and Fadel(2009:177) membuat rumus belajar "3Rs x 7Cs = 21st Century Learning" .ditambahkan dengan pernyataan Binkley, et al. (2012:18-19) dan keterampilan multilierasi dalam pandangan Marocco et al. (2008) dapat dituliskan rumus model pembelajaran multiliterasi sebagai berikut " 4 Kt x 10 Ks =Model pembelajaran multiliterasi" Sintaks model pembelajaran multiliterasi pada dasarnya akan menngacu pada sintaks model-model pembelajaran literasi baik literasi membaca, literasi menulis maupun literasi berbahasa lisan. Oleh sebab itu, sintaks dasar model pembelajaran multiliterasi terdiri atastiga fase besar yakni fase pra-aktivitas,fase aktivitas, dan fase pasca aktivitas. Dalam artikel ini ada beberapa model dan sintaks dari pembelajaran multiliterasi serta beberapa contoh media yang bisa di gunakan untuk model pembelajaran Multiliterasi. Model pembelajaran bisa digunakan dengan mengubah menjadi metode dalam pengaplikasiannya di pembelajaran kelas.

Kata Kunci: Multiliterasi, Model Pembelajaran, metode pembelajaran

Abstract: Competencies must be developed in the 21st century, in a more comprehensive manner, are emphasized on competence, thinking and communicating. According to Trilling and Fadel (2009: 21) there are several important characteristics in the 21st century, namely knowledge work, thinking tools, learning research, digital lifestyle. In addition to the characteristics based on Binkley, et al. (2012; 18-19) state and organize ten skills that must be possessed in the 21st century that are divided into four groups, namely thinking skills, working skills, tools for working, life skills. The big container that can cover all of the above skills is 3 basic literacy namely reading literacy, writing literacy, and arithmetic literacy. Based on Trilling and Fadel (2009: 177) make the learning formula "3Rs x 7Cs = 21st Century Learning". Added with the statement Binkley, et al. (2012: 18-19) and multi-literacy skills in the view of Marocco et al. (2008) the multi-literacy learning model formula can be written as follows "4 Kt x 10 Ks = Multi-literacy learning model" The syntax of multi-literacy learning model will basically refer to the syntax of literacy learning models both reading literacy, literacy and oral language literacy. Therefore, the basic syntax of the multi-literacy learning model consists of three major phases namely the pre-activity phase, the activity phase, and the post-activity phase. In this article there are several models and syntax of multi-literacy learning and several media examples that can be used for the Multi-literacy learning model. The learning model can be used by turning it into a method in its application in class learning.

Key Words: Multi-literacy, learning model, learning method

INTRODUCTION

In line with the development of the world paradigm about the meaning of education, education is faced with increasingly difficult challenges. One of the real challenges is that education should be able to produce human resources that have complete competence. Unlike the past few decades, the competencies that human resources are expected to have at present are more focused on the competencies of thinking and communicating. Thinking competency means that human resources are expected to have extensive knowledge, critical thinking skills, and the ability to think creatively. Communication competence means that human resources should have the ability to interact in order to work together and convey creative critical ideas. Another thing that needs to be realized is that thinking and communicating must be held at the level of skill not just at the level of knowledge.

With regard to competence that must be developed in the second century, in a more comprehensive manner Trilling and Fadel (2009: 21), states that there are several important characteristics of life in the 21st century. These important characteristics are the main force that drives us to produce new ways of learning in the 21st century which in turn encourage the need to revitalize the roles and functions of learning and education in producing superior human resources. The important characteristics or new strength that emerged in the 21st century can be presented in the following picture

Figure 1. **The important characteristics in the 21st century**
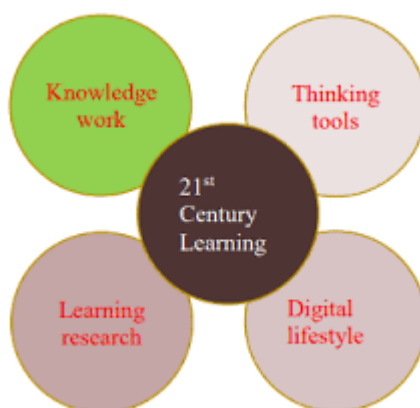
Based on the picture above, it can be explained that learning in the 21st century is influenced by four important forces that must be considered so that learning is able to play an important role in producing graduates who are ready to live and live in the 21st century. The four important forces then give birth to the principles of learning, provide learning tools, and create a learning environment that must be prepared by the world of education today.

The first strength is knowledge to work. This power is born in line with the fact that the 21st century has changed the fact of the history of the world of work which originally only requires physically skilled workers to be workers who must be skilled in thinking. In addition to having to be skilled at thinking, the world of work today requires human resources who have information technology literacy skills and are able to work collaboratively and are able to establish good communication in their work environment.

These capabilities are currently very much needed in the world of work to create new products and services that function to solve real problems in life and meet the real needs of consumers as the two main forces of economic growth. This first strength eventually put pressure on the education system to improve the quality of learning services so as to be able to give birth to knowledge workers and business innovators.

The second strength that drives the birth of a new direction of learning and education in the 21st century is the ability to think. In line with the use of various technological tools in the world of work, the capabilities needed by workers began to shift from physical capabilities to knowledge in operationalizing the various technological devices. Thinking ability is the main ability that must be possessed by workers to be able to work effectively. This fact is the second pressure for the education system to change the orientation of learning which has been pressing the memorization concept as the main concept of learning and education success. Mastery of knowledge and thinking tools are believed to be the direction of the education process because both can be used to develop the ability to learn, work, and become creative people who are indispensable in the world of work.

Digital lifestyle is the third power that has a big influence on the learning process in the 21st century. Whether we realize it or not, the use of digital technology devices has become a daily necessity. These various digital technologies are not only used in the workforce but also in the whole life. Mobile phones, the internet, computers, the internet, and various other digital technology devices are found and used by everyone including school students.

The fourth strength that suppresses the need to change learning patterns in the 21st century is learning research. The latest learning studies have given rise to a number of new thoughts, principles, and directions for the implementation of effective and efficient learning. Some studies on authentic learning, metal development models, internal motivation, multiple intelligence, and social learning.

Based on the four great strengths above, it is proper for the teachers to start learning based on the idea that "We must teach students to be ready to live in their time and not to live in our time".

REVIEW RELATED LITERATURE

This idea of learning to live and work in his day is believed to help students to be able to learn and apply 21st century skills and to comprehensively understand core knowledge to answer the challenges of the times. This thinking is also what should be used as the basis for carrying out all learning so that learning is truly visionary.

Efforts to realize the visionary learning process above, one of which can be done through an understanding of the concepts of 21st century knowledge and skills. The partnership for 21st Century Skills (P21) as an organization that pioneered the change in the 21st century education approach founded in 2002 which consists of educators, businessmen and elements of governance has initiated the 21st century learning framework.

This learning framework is then a guide to 21st century skills movements and becomes a 21st century learning roadmap. The application of the 21st century learning framework is believed to be able to give birth to a stronger learning experience that can be used to guide students from a superficial understanding to mastering more useful knowledge in accordance with the demands of the times. The 21st century learning framework can be presented in the picture as follows

Figure 2. **The 21st century learning framework**
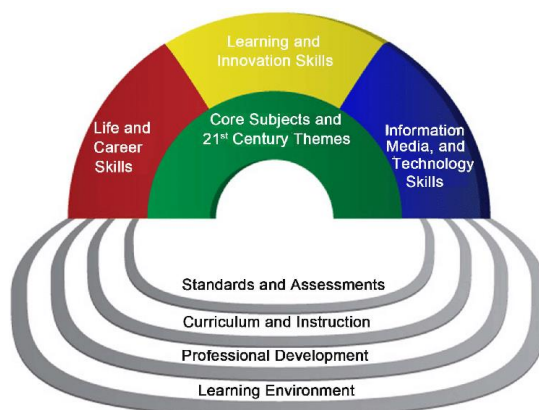
Based on the 21st century learning framework above, then The Partnership for 21st Century Skills initiated seven skills needed in the 21st century. These seven skills include skills

1. Critical thinking and problem solving

2. Creativity and innovation

3. Cooperation, collaboration and leadership

4. Cross-cultural understanding

5. Literacy of information, media and communication

6. Computer and ICT literacy

7. Live and have a career

These seven skills are covered by three learning and innovation skills, digital literacy skills, and life and career skills.

Based on the rainbow skills and knowledge developed by The Partnership for the 21st Century Skill, Trilling & Fadel (2009: 48) explain that the main skills that must be possessed in the context of the 21st century are learning and innovation skills. These skills are related to problem solving skills, the ability to communicate and collaborate, and the ability to creativity and innovate. These three skills are believed to be the main skills that can answer various life challenges both from the economic, social, political and educational dimensions. Therefore, the learning process should be oriented to equip students with these three skills in addition to equipping students with certain scientific knowledge.

The ability to think creatively and problem solving skills as one of the broader orientations of modern learning will equip students with other smaller skills that surround them. The skills in question are skills to use various reasons effectively, systematic thinking skills, skills to consider and make decisions, and problem solving skills.

Communication and collaborative skills are intended to equip students to be able to communicate for various destinations clearly and effectively, both in terms of speaking, writing, reading and listening and equipping students to be able to collaborate with others so students will be able to work effectively in groups, negotiate effectively, and able to appreciate the role of others in the group. The ability to creativity and innovation is intended to equip students to be able to think creatively, work creatively with others and be able to produce various innovations.

The second skill that is the focus of 21st century education competency is the skill in mastering media, information and technology (ICT). With regard to this skill, Trilling and Fadel (2009: 65) explain that this skill requires students in the future to understand information, media and ICT. The ability to master information includes the ability to access information effectively and efficiently, the competence to assess and criticize information, the ability to use information accurately and creatively. The skills to master

the media include the ability to use media as a learning resource and use media as a tool for communication, work, and creativity. Skills in mastering ICT include the ability to use ICT effectively both as a research tool, a communication tool and an evaluation tool and to properly understand the code of ethics for the use of ICTs.

The third skill must be the goal of the 21st century education process is the skill of life and career (Trilling and Fadel, 2009: 75). These skills include life skills and a flexible and adaptive career, initiative and independence, being able to interact socially and across cultures, be productive and accountable, and have leadership and responsibility. Each of these skills can then be detailed as follows. Life skills and a flexible career in detail cover the ability to process suggestions that are received effectively, think positively about criticism, and understand differences in beliefs and points of view. Adaptive life skills and career cover the ability to adapt to various changes in changes in rules, contexts, schedules, responsibilities, and being able to work effectively in climate change and priority changes.

Initiative and independent skills are life skills and careers that equip students to be able to work motivated, full of initiative and being able to stand alone. In this regard, 21st century education should be able to equip students to be able to work motivated, full of initiative, and able to stand alone. In this regard, 21st century education should be able to equip students to manage their time and goals and work independently effectively. In the process, students should be fostered to be able to manage themselves in mastering knowledge, show initiative during the learning process, have a commitment to learn, and be able to carry out critical reflections on their learning experiences as a provision for him in the future.

Skills for social interaction across cultures are important life and career skills. This is in line with the fact that students will live in a social environment that has a diversity of cultures so that they are able to interact well, both between cultures and across cultures. Education in the 21st century is directed to equip students to be able to interact effectively with others and be able to work in groups.

The fourth life and career skills that need to be fostered are productive and accountable. Education should be conducted with orientation so that students are able to demonstrate their ability to manage certain projects from the planning stage to the evaluation stage and show various attributes related to production activities that are carried out both in managing time, working positively and ethically, being able to complete many tasks, always participating, and accountable for the results achieved.

The last life and career skills that students need to learn in education are leadership and responsibility. This means that education should always foster and instill leadership and responsibility in students so that the two halves in the future can be used by students in their lives and careers. Coaching leadership and this responsibility can be done through habituation, namely by giving students the opportunity to guide and lead their friends during the learning process or outside the learning process and familiarize students with caring about their friends who have different interests, talents and potential.

All 21st century learning skills are believed to be the skills students must master in this century. However, all these skills basically cannot stand on their own without the big media that covers it. A large container that can cover all of the above skills is 3 basic literacy namely reading literacy, writing literacy and arithmetic literacy. Based on this fact, The Partnership for 21st Century Skill (Triling and Fadel, 2009: 177) makes the 21st century learning formula as follows

3Rs x 7 Cs = 21st Century Learning

The formula or formula for learning in the 21st century has finally become the basis for the birth of the multiliteration concept, namely that all competencies needed in the 21st century can be optimally developed through multiliteration activities. In other words, the multiliteration learning model is basically a learning model that is oriented towards building 21st century learning competencies. Given the 21st competency, in view of Binkley, et al. (2012: 18-19) and multiliteration skills in the view of Marocco, et al. (2008) it can be said that the formula of the multiliteration learning model is as follows:

4 Kt x 10 Ks = Multiliteration Learning Model

Based on the formula above, it can be stated that the multiliteration learning model is a harmonious blend of 4 multiliteration skills with 10 21st century learning competencies. The four multiliteration skills referred to in this formula include reading, writing, oral, and IT skills. The four skills are believed to be a medium as well as the media used to develop 21st century learning competencies in the version of Binkley, et al. (2012). The ten competencies believe (1) creativity and innovation, (2) critical thinking, problem solving, and decision making, (3) metacognition, (4) communication, (5) collaboration, (6) information literacy, (7) information and communication technology (ICT) literacy, (8) citizenship, (9) life and career, and (10) personal and social responsibility, including awareness of competency and culture.

1.1 Basic Syntax of the Multiliteration Learning Model:

The multiliteration learning model is basically a learning model that optimizes multiliteration skills in realizing learning situations that are better suited to achieving 21st century learning skills. Multiliteration skills that are used as a medium for achieving 21st century learning skills are literacy skills, literacy skills, oral language literacy skills, and information, media, and communication literacy skills. Based on this concept, the multiliteration learning model will combine various literacy skills with charged literacy disciplines leading to the formation of reliable and superior students who are able to live and live in the 21st century.

In line with the explanation above, the syntax of the multiliteration learning model will basically refer to the syntax of literacy learning models both literacy reading, literacy writing, and oral language literacy. Therefore, the basic syntax of the multiliteration learning model consists of a large phase test, namely

2.1.1 The Prevention Phase

At this stage students carry out various learning preparation activities including generating schemata, building predictions, making guides and learning goals; linking the context to be studied, using guessing strategies; formulate hypotheses; find and determine various sources of information, recognize concepts; structure and function of media, setting themes, topics or problems to be studied; create a framework, thinking, ideas, and concepts, and various other types of learning preparation activities. Various learning activities are not entirely used in one learning process. The use of various activities here will depend on the objectives of the model, the orientation of learning, and the learning outcomes set.

The various activities carried out in this phase have several objectives including:

1) Generating interest and student motivation

2) Provide direction of learning activities that students will do

3) Providing an understanding of goals, orientation, and learning outcomes that must be achieved

4) Bridging the diversity of learning styles, abilities, and experiences of students

5) Providing opportunities for students to set their own activities and learning functions to be carried out

6) Prepare students to be really ready to learn.

Based on the objectives of various activities in this phase, the implementation of activities in this phase must get great attention from the teacher so that the learning done actually reaches the expected final goal.

2.1.2 Activity Phase

In this phase students carry out various learning activities. Learning activities that students can do include reading the text, writing drafts; conveying ideas and ideas verbally or in writing; carrying out activities of observation, research, observation, experiments, and other experimental activities; arguing, fighting opinions and ideas, initiating, editing writing, studying, analyzing, influencing, synthesizing, and concluding information, data and works, transforming ideas, texts, data and information, testing, analyzing, and criticizing information or social phenomena; interesting and constructing meaning; and other learning activities. Various learning activities are certainly not entirely used in one learning process. The use of various activities here will depend on the objectives of the model, the orientation of learning, and the learning outcomes set.

Various activities carried out in this phase have several objectives including:

1) Train thinking skills both critical thinking, problem solving, and creative thinking;

2) Build communication, working together and collaborating skills

3) Train work skills, information and ICT literacy, and life

4) Building practical multiliteration skills both reading, writing, and spoken language

5) Improve literacy skills in the fields of science, mathematics, social, and other fields of literacy

6) Facilitating and developing various learning styles, abilities, and intelligence of students

7) Creating learning that is proactive, productive, innovative, and has character

Similar to the previous phase, the implementation of various activities in this phase must get great attention from the teacher so that the learning done truly reaches the expected final goal.

2.1.3 Post activity Phase

In this phase students carry out various learning activities that reflect the success of the learning process that they do. Some learning activities that can be carried out in this phase include the activity of examining understanding, knowledge, and skills, producing various learning outcomes, communicating the final work made; presenting work performance as a result of learning activities, transferring knowledge and skills acquired in other contexts, determining follow-up learning plans, organizing showcase / exhibition work activities; and various other activities.

It is important to remember that this activity must cover various representational media chosen by students as a means to demonstrate the learning outcomes they have achieved.

2.2 Implementation of Models, Principles of Reaction, and Environmental Systems of Multiliteration Learning Models

2.2.1 Model Implementation

Based on the results of research carried out the implementation or application of multiliteration learning models in the learning process takes between 70-210 minutes which takes place in 1-3 meetings. For the effectiveness of its implementation, the learning schedule is held twice a week. In the implementation of teachers and students must have the ability to think critically, think creatively, be skilled in communicating, and have enthusiasm and motivation to work both individually and cooperatively.

During the implementation of the model, the teacher must record various activities and work outcomes of students to organize and shape students' thinking patterns, behavioral patterns, and learning behavior patterns and try to influence students psychologically so that they are active in activities through guidance, supervision, learning facilitators, and training academic.

2.2.2 Reaction Principle

In principle there are three main things that the teacher reacts to which must appear in the multiliteration learning model that value students' differences; protect differences in learning styles, intelligence, and student interests and motivations; and appreciate all forms of creativity and media representation produced by students. In addition to the three main reactions, there is still another reaction that must be given, namely that the teacher must always inspire learning, move and work, develop critical, creative and productive thinking skills; accustom students to work cooperatively, collaboratively and communicatively; and bridging students to be aware of various things both information, technology, fields of study, as well as character, values and morals.

Reactions that must arise in the self in general include the willingness and ability to learn, think, move and creativity; readiness to take risks; willingness to always think openly, think positively, and think elaborately; readiness to adapt, communicate, work together; and collaborating with others: the ability to practice, develop themselves, and form and develop learning / thinking behaviors and behaviors in life / character, willingness to always motivate themselves and reflect; and of course accepting various directions, guidance, and guidance as well as guidance from teachers, peers, and other parties involved in learning.

2.2.3 Environmental System

In order to implement this model, the learning environment system that is expected to be available is a multi-literate environment. A multiliterate environment is an environment rich in literacy material as a medium and material and conducive to the implementation of multiliteration activities. The concept of a rich class is an ideal learning environment for the implementation of this learning model. However, it does not mean that classes that are not rich cannot be used to implement this learning model. Thus, the thing that needs to be emphasized to create a multiliterate classroom environment is a form of willingness, creativity, and noble intentions of teachers in creating superior generations in the future.

In addition to the classroom environment that must support the implementation of this model, the school environment must also be multiliterate. The multiliterate school environment is a school environment that is conducive to the learning process, namely the environment that provides a variety of learning materials, media, representational facilities, learning facilities, and everything needed in the learning process. Thus, the board of teachers, education staff, principals and various other parties related to schools should support this learning process and with sincere intention to contribute to the achievement of learning objectives in accordance with their respective obligations, abilities, and roles and responsibilities.

2.3 Learning Objectives and Objectives of the Multiliteration Learning Model

As befits the requirements of the learning model, the multiliteration learning model has two objectives, namely learning objectives and accompanying goals.

The learning objectives of this model include:

1) Increased 21st century learning skills

2) Deep understanding of various scientific concepts, processes, and attitudes in the disciplines that are being studied

3) Improvement and development of multiliteration and character skills of students.

The accompanying objectives of this model include:

1) The development of student literacy towards cultural diversity, social phenomena and global demands

2) Life skills and career in students are formed

3) Establishment of student independence in learning, working and working

4) The development of students' ability to adapt, think openly, think visionary, and think reflective.

FINDINGS AND DISCUSSIONS

3.1 The syntax of the multiliteration investigation model

This model can basically be used to improve multiliteration skills in reading, writing and oral language. The term investigation or investigation used can be interpreted as an activity of investigating various data sources both data sources in the form of locations, events, and library data sources (documentation)

The procedural steps for implementing this model are as follows

a. Setting Search Focus

b. Setting Search Locations

c. Determining Objectives

d. Carry out Data Collection

e. Record Data

f. Analyzing Data

g. Make conclusions

h. Producing Reports

3.2 Syntax of the Information Multiliteration Model

This learning model can specifically be aimed at fostering students' ability to find, record, analyze, criticize and make new perspectives on information

The procedural steps for implementing this model are as follows

a. Establish Problems

b. Making Guide Questions

c. Finding Information Sources

d. Record Information (Citing, Summarizing, or Paraphrasing)

e. Selecting Information (Analyzing Information)

f. Processing Information (Making Inferences, Making Syntheses, and Evaluating Reading Content)

g. Conclude Information

h. Producing Works

3.3 Syntax of Multiliteration Inquiry Model

As the name implies, this model has the specific aim of training students to conduct field research.

The procedural steps for implementing this model are as follows

a. Establish Problems

b. Formulating Problems and Objectives

c. Making Hypotheses / Predictions

d. Carry out Research / Experiments / Observations

e. Record Data

f. Analyze Data

g. Concluding Research Results

h. Producing and Submitting Reports

3.4 Multiliteration Literature Model

This Learning Model has a specific orientation to foster students' appreciation of literary work

The procedural steps for implementing this model are as follows

a. Digging Skemata

b. Making Predictions

c. Read Discourse

d. Record and Analyze Reading Elements

e. Describe the character and character

f. Transforming Readings

g. Attract meaning / message from reading

h. Producing Works

3.5 Critical Multiliteration Model

This model was developed on the basis of the concept of critical literacy. In view of critical literacy a text compiled by the author has been influenced by the author's perspective so that his character is no longer neutral.

The procedural steps for implementing this model are as follows

a. Brainstorming Ideas

b. Fix Problems

c. Reading Text

d. Find Facts and Opinions

e. Test Facts and Opinions

f. Establishing social phenomena

g. Analyzing Social Phenomena

h. Producing Works

3.6 The Scientific Multiliteration Model

This model is a learning model that requires students to move as a scientist

The procedural steps for implementing this model are as follows

a. Determining the Problem

b. Making Hypotheses / Predictions

c. Collect and record data

d. Analyzing Data

e. Test the Hypothesis

f. Concluding Results

g. Producing Works

3.7 Mathematical Multiliteration Model

This model is specifically aimed at facilitating students to understand various probabilities related to mathematical concepts.

The procedural steps for implementing this model are as follows

a. Understanding the Problem

b. Record Information

c. Determining the Way to Resolve Problems

d. Establish Ways to Resolve Problems

e. Solve the problem

f. Test the results of problem solving

g. Producing Works

3.8 Social Multiliteration Model

This model is specifically aimed at facilitating students to understand the various probelamics that are related to social concepts.

The procedural steps for implementing this model are as follows

a. Recognizing Social Phenomena

b. Generating Skemata

c. Determining Information

d. Organizing Information

e. Elaborate and synthesize Information

f. Summarize Key Concepts

g. Producing Works

3.9 Sensory Multiliteration Model

This model is basically learning carried out involving various sensory stimulations including hearing, vision, touch, and sometimes also smell and taste.

The procedural steps for implementing this model are as follows

a. Get to know the problem

b. Connecting Students with Problems

c. Build Predictions

d. Use Sensory Tools

e. Data Recording

f. Analyzing Data

g. Making conclusions

h. Producing Works

3.10 Digital Multiliteration Model

This model was developed as a form of using digital media as a means of presenting understanding and skills that have been mastered by students.

The procedural steps for implementing this model are as follows

a. Setting Themes and Topics

b. Formulating Objectives and Objectives

c. Arrange Framework

d. Collecting data

e. Write a draft

f. Editing Draft

g. Transforming the Draft

h. Performance or Visiting Works

3.11 Multiliteration Text Genre Model

This model is a learning model developed from a text-based learning approach.

The procedural steps for implementing this model are as follows

a. Text Genre Brainstorming

b. Text Genre Guidelines

c. Analysis of Text Genre Elements

d. Collaboration of Work

e. Sharing of work

f. Arranging Karya Mandiri

g. Communicating the Work

3.12 Transformation Multiliteration Model

Learning this model will assign students to read a text carefully. Based on the results of reading, students are assigned to convert the text into other texts as a result of their own work.

The procedural steps for implementing this model are as follows

a. Apperception

b. Text Presentation

c. Text Analysis

d. Meaning of Text

e. Designing Work

f. Transformation of Work

g. Communicating Works (various texts)

CONCLUSIONS AND SUGGESTIONS

Thus some descriptions of the syntax of multiliteration models, the author needs to convey that for readers who intend to use the various syntax above in the concept as a model, then the pattern of presentation of the model should be complete as explained above. When presenting the model syntax, the basic syntax in this article is immediately replaced by a special syntax as presented above. If readers will only use syntax without presenting in full the elements of the multiliteration model, the author suggests replacing the model with the term method, as an example of a transformative multiliteration method. This concept needs to be emphasized because there are different characteristics between the model and the learning method.

The second thing that should be noted is that all the syntax stages above should be complemented by individual learning assessment sheets so that the learning achievement at each stage of the learning activity can be measured. The measurement of learning outcomes at each stage of learning will be a formative assessment process. This means that if students find weakness at a certain learning stage the teacher must immediately provide feedback and input, not wait until students complete all stages of learning. The concept of formative assessment is believed to be more human in nature, namely that the teacher does not let students make mistakes even though the teacher already knows it.

Thus, the work of performance, or the final product that students make has gone through the stages of learning that are truly measurable and guided by the teacher. This needs to be done so that students do not make repeated mistakes in the future.

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