



## Implementation of Multi-literacy Education Based on Cultural Literacy with the TANDUR Strategy in Community Learning Center (CLC)

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### Abstract

The needed for a grand design of education in the implementation of literacy education in order to provide an output in the form of a literate society and able to solve problems in their lives as expected by the law. No. 20 of 2003 article 3 which states that national education functions to develop capabilities and shape the character and civilization of the nation so that they are able to actively participate in advancing the world community. So, to be able to make it happen, the TANDUR strategy is a strategic solution for the implementation of literacy education. Development the implementation of multi-literacy education in Community Learning Center (CLC) or PKBM is carried out using the RnD method and the application of quasi-experiments to test the developed model. The results obtained in this study are the TANDUR strategy applied in the implementation of multi-literacy in Community Learning Center (CLC) has a positive effect, both on tutors, the learning process, and the learning community.

**Keywords:** Multi-literacy Education, TANDUR Strategy, Community Learning Center (CLC)

### INTRODUCTION

Forming a dignified nation is the hope of our education system (Jaya, 2017) . This is as stated in the Law. 20 of 2003 article 3 that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Pradnyani et al., 2017) .

To make a dignified nation takes a long time through lifelong education. Lifelong education is the right of every citizen, as stated in the law. No. 20 of 2003 article 4 which explains the principle of education, namely education is held as a process of civilizing and empowering students that lasts a lifetime, and article 5 states that every citizen has the same right to obtain quality education and have the opportunity to improve education throughout his life (Indonesia, 2020) .

In order to facilitate the need for lifelong education, a grand design for the implementation of literacy education in Indonesia was made. The grand design for the provision of literacy education divides literacy education into 2 (two) types of services, namely; basic literacy education and advanced literacy education (SOCIETY & SELATAN, 2018). Basic literacy education is education that aims to foster reading,



writing, and arithmetic competence in citizens who are still illiterate (Saabighoot et al., 2021). Meanwhile, advanced literacy education is a service for graduates of basic literacy education so that their literacy competence is developed and sustainable (Nurazizah, 2017).

Advanced literacy education, as described in Article 3 paragraph 1 of the Regulation of the Minister of Education and Culture Number 42 of 2015 concerning guidelines for the implementation of advanced literacy education, is divided into independent business literacy education (KUM) and multi-literacy education. KUM is a literacy education that emphasizes literacy improvement and the introduction of business skills. Meanwhile, multi-literacy education is literacy education that emphasizes increasing literacy diversity in all aspects of life, one of which is the cultural aspect (Nurazizah, 2017).

Talking about cultural literacy, the minister of education and culture said that a great nation is characterized by a society that is literate, has a high civilization, and is actively advancing the world community (Hamid & Shintawati, 2018)s. Literacy in the context of culture is no longer just a matter of how a nation is free from illiteracy but also, and more importantly, how the citizens of that nation have the life skills to be able to compete and co-exist with other countries to create world welfare (Herwina, 2020). Furthermore, he conveyed, the ability to understand the diversity and responsibility of citizens as part of a nation is a skill that every individual should possess in this 21st century. Therefore, cultural literacy and citizenship are important at the family, school and community levels. Cultural literacy and citizenship not only save and develop national culture, but also build the identity of the Indonesian nation in the midst of a global society.

The fact that happened, from the results of exploratory studies conducted in the northern coastal areas of East Java, precisely in the Tuban and Bangkalan areas, it is known that the people in these areas have a low level of cultural knowledge. Cultural literacy which *incidentally* is the ability to understand and behave towards Indonesian culture as a nation's identity is less well known to them. According to Sandi Syahputra (2018), stating that technological progress (internet) is the main factor causing the fading or loss of culture in a country, especially Indonesia (Syahputra, 2018). With the internet, people can learn culture from everywhere, allowing cultural assimilation to occur, and in the end, eliminating the original culture of a region.

In addition, their inability to understand their culture (the culture of the Tuban and Bangkalan regions) is due to the lack of stimulation of multiliteracy education in the region. This situation can be seen when they are presented with questions about multiliterate education, especially aspects of cultural literacy, they answer never. We can understand this problem when we understand the patterns in cultural literacy. Basically, cultural literacy will develop if; (1) Culture has become the realm of thought that is realized through language and behavior; (2) Art as a cultural product; (3) Multicultural and participatory citizenship; (4) Nationalism; (5) Inclusivity; and (6) Direct experience (Affandi, 2018).

In order to overcome these problems, habituation efforts are needed so that culture can dominate the mind and be applied in the form of language and behavior. For this reason, actualizing and functional learning is needed and emphasizes problem solving



activities so that they have new values and attitudes needed to obtain solutions to problems or dynamics that are happening in their lives.

Referring to the objectives of the multi-literacy education program, namely: (1) Facilitating students to gain access to new information to improve their quality of life; and (2) Develop a rational and scientific attitude in students, so that critical awareness grows about the latest events that occur in the environment around their lives (SOCIETY & SELATAN, 2018). So, it takes learning strategies that are interactive, participatory, inspiring, fun, challenging, and can motivate students in forming rational and scientific attitudes, so that critical awareness grows about the latest events that occur in the environment around their lives, one of which is the TANDUR strategy.

TANDUR strategy is an acronym for Grow, Experience, Name, Demonstrate, Repeat and Celebrate. The TANDUR strategy is a fun learning strategy by combining elements of art, arranging the classroom environment so as to create a fun and conducive learning atmosphere (Jaya, 2017), (Ikasmayanti et al., 2015), (Nanda Roudhotul Jannah & Trisakti, 2015), (Amanisa, 2019). The steps in the TANDUR strategy are (1) Fostering student interest in learning to take part in learning (growing); (2) Facilitate students to get a learning experience by experiment (natural); (3) Guiding students to draw conclusions based on the information, facts or formulas found (name); (4) Provide opportunities for students to present the results of experiments that have been carried out (demonstrations); (5) Directing students to repeat the knowledge they already have into a problem in order to strengthen neural connections in understanding concepts (repeat); (6) Giving a celebration as positive feedback on the efforts of students during the learning process (celebrate). The TANDUR strategy was adapted from the Quantum Teaching learning model developed by Boby De Porter (Amanisa, 2019).

## **METHOD**

The approach used in this research is Research and Development (RnD) which is carried out in several stages, namely research and initial data collection (Research and Information Collecting), research planning (Planning), design development (Develop Preliminary of Product), field trials “Preliminary Field Testing”, revising test results (Main Product Revision), field testing (Main Field Testing), revision of field test results (Operational Product Revision), feasibility test (Operational Field Testing), final product revision (Final Product Revision), as well as product dissemination and implementation (Dissemination And Implementation). The development procedure applied in this study was carried out through several steps, including the following:

### **Preliminary studies**

The preliminary study was carried out with a field exploration study using a quantitative cross-sectional study approach as well as a literature study to support the conceptual framework that was built and to assist in the process of preparing research instruments as well as to help facilitate discussing the results of the field findings.

### **Model formulation**

The formulation of the model is carried out by compiling a program development draft in the form of a program development script or teaching materials for a multi-literacy program and then proceeding with the validation of the conceptual model draft.



## Model trial

The model trial was carried out in several stages, namely through a conceptual model trial with a quasi-experimental design model. Sugiyono (2018) mentions that the quasi-experimental design has a control group that is not fully controlled by external variables which affect the implementation of the experiment. This quasi-experimental research was used to determine the difference in the ability of the treated class and the untreated class (Sugiyono, 2018), (Ikasmayanti et al., 2015), (Ikasmayanti et al., 2015).

The next test is an operational model trial with the research design applied is an experiment. This is done with the aim of knowing the changes before and after treatment to the impact after being given treatment. Then proceed with model standardization, dissemination of implementation and replication. This research was conducted in January-December 2019. The place where it was carried out was adjusted to the stage of the research conducted.

**Table 1.** Stages and Place of Implementation

No.	Stage	The place
1.	Exploratory studies	PKBM Bung Hatta Jl Raya Kampang 9, Kampak Village, Geger District, Bangkalan Regency PKBM Al Fath Jl Raya Mandala, Janteh Village, Kwanyar District, Bangkalan Regency Prospective PKBM, Jl Glondong-kerek KM 02, Merkawang Village, Tambakboyo District, Tuban Regency PKBM Featured (1), Jl Sawunggaling No. 13 RT 1 RW 1, Hamlet Ketapang, Campurejo Village, Rengel District, Tuban Regency PKBM Featured (2), Jl Sawunggaling No. 13 RT 1 RW 1, Hamlet Ketapang, Campurejo Village, Rengel District, Tuban Regency
2.	Drafting model	BPPAUD and DIKMAS East Java in
3.	Model draft validation	BP PAUD and DIKMAS East Java
4.	Conceptual model trial	PKBM Bung Hatta, Jl Raya Kampang 9, Kampak Village, Geger District, Bangkalan Regency PKBM Al Fath Jl Raya Mandala, Janteh Village, Kwanyar District, Bangkalan Regency
5.	Operational model trial	Prospective PKBM, Jl Glondong-kerek KM 02, Merkawang Village, Tambakboyo District, Tuban Regency PKBM Featured (1), Jl Sawunggaling No. 13 RT 1 RW 1, Hamlet Ketapang, Campurejo Village, Rengel District, Tuban Regency PKBM Featured (2), Jl Sawunggaling No. 13 RT 1 RW 1, Hamlet Ketapang, Campurejo Village, Rengel District, Tuban Regency
6.	Model standard	Director of Literacy and Equality Education Development, Directorate General of Early Childhood Education and Community Education, Jakarta.
7.	Dissemination	BPPAUD and DIKMAS East Java
8.	Implementation	PKBM or multi-literacy education providers
9.	Replication	PKBM or multi-literacy education providers



The subjects of this research and development are as follows:

**Table 2.** Research Subjects

Subject	Number of Each Institution	Total number
Manager	1	5 people
Educator	4	20 people
Participant	20	100 people

Data collection techniques used are observation, questionnaires, and interviews. The analysis technique used is quantitative statistics using t-test to determine the effectiveness of the developed program and using a Likert scale to determine the effect of the TANDUR strategy on learning, tutors and learning residents.

## RESULTS AND DISCUSSION

### Result

An exploratory study activity was carried out before the model was developed. The purpose of the exploration activity is to explore or collect initial data related to multi-literacy education and cultural literacy-based learning with the TANDUR approach.

The results of the exploratory study can be explained as follows:

1. All respondents / Community Learning Center (CLC) stated that they had never held a multi-literacy program and would be held in 2019
2. All respondents / Community Learning Center (CLC) stated that they would organize a multi-literacy program in accordance with Ministerial Regulation No. 86 of 2014 concerning Multi-literacy Education
3. All respondents / Community Learning Center (CLC) stated that they would organize a multi-literacy program with the number of students as many as  $\pm$  10 to 20 people for each study group
4. Frequency of meetings in a week and time allocation in each meeting:
  - a. Community Learning Center (CLC) Featured plans one meeting @three hours (180 minutes)
  - b. Community Learning Center (CLC) AL Faht, Bung Hatta and Prospektif planned two meetings @two hours (120 minutes)
5. Some of the respondents' experiences as managers of literacy programs are four years, some even have been managers of literacy programs for 17 years.
6. Respondents' experience as literacy tutors ranged from one to eight years
7. All respondents/Community Learning Center (CLC) stated that cultural literacy learning is important to be given in multi-literacy programs
8. All respondents/Community Learning Center (CLC) stated that cultural literacy needs to be taught in multi-literacy programs so that they know and share the culture that exists in their area.
9. Respondents gave input about the culture that needs to be taught, including batik, kotekan mortar, traditional clothes, folk songs, woven pandanus
10. According to the respondents, the right learning process in teaching about cultural literacy in multi-literacy programs with regular joint training methods, direct practice, modeling (direct example), demonstrations, group discussions



11. Teaching materials that need to be developed to support cultural literacy learning are in the form of learning books, diktat, modules, posters (exploratory study report attached).

#### **A. Conceptual Model Validation Results**

Validation activities are carried out before field trials are carried out, while the objectives of the validation activities are:

1. To examine the model script and its tools and assess it according to the provided instrument
2. To get input from participants as material for model revision before field trials are carried out

In the validation of the manuscript, the aspects seen include the title, cover, substance, and illustrations/images of each manuscript. The results obtained from the validation of the model script and its tools can be explained as follows:

##### **1. Model Script**

Of the three respondents, the total score obtained for the text of the Multi-literacy Education Learning Model Based on Cultural Literacy through the TANDUR Strategy is 199 with categories suitable, easy, understandable, interesting, appropriate, clarifying the content of the text.

##### **2. Learning guide script with TANDUR strategy**

Of the three respondents, the total score obtained for the TANDUR Learning Design Guide text is 193 with categories suitable, easy, understandable, interesting, appropriate, clarifying the contents of the text.

##### **3. Batik module script**

Of the three respondents, the total score obtained for the batik module script is 194 with categories suitable, easy, understandable, interesting, appropriate, clarifying the contents of the manuscript.

As for the overall score (covering three manuscripts) the score obtained was 586 with categories suitable, easy, understandable, interesting, appropriate, clarifying the contents of the manuscript.

#### **B. Field Trial Results**

Field trial activities consist of:

##### **1. Conceptual Trial**

The purpose of the conceptual trial is to determine the effectiveness of the implementation of multiliterate education based on cultural literacy with the TANDUR strategy, as well as to determine the positive impact of the TANDUR strategy on the learning process, tutors, and learning residents.

The results of the conceptual trial include two aspects, namely:

##### **a. Maintenance effectiveness**

To determine the effectiveness of the implementation, pre and post tests were carried out for all learning residents, then analyzed using t-test. From the table above shows that the t-count value is greater than the critical t-value with a level of 95% and 99%, it can be concluded that the implementation of the conceptual test runs **EFFECTIVELY**.



## **b. The effect of the TANDUR strategy on learning, tutors, and learning residents**

### **1) Respondent Educator/Manager**

- a) Is the TANDUR strategy able to make learning fun?  
Of the 4 respondents, all (100%) stated that the TANDUR strategy was able to make learning very fun
- b) Does the TANDUR strategy make learning dynamic?  
All of the 4 respondents (100%) stated that the TANDUR strategy made learning very dynamic.
- c) Whether the TANDUR strategy makes learning varies.  
All of the 4 respondents (100%) stated that the TANDUR strategy made learning very varied.
- d) Does the TANDUR strategy make tutors more creative?  
Of the 4 respondents, all (100%) stated that the TANDUR strategy made tutors very creative
- e) Does the TANDUR Strategy make tutors active.  
All of the 4 respondents (100%) stated that the TANDUR strategy made tutors very active.
- f) Does the TANDUR strategy make learning residents feel at home during learning?  
Of the 4 respondents, all (100%) stated that the TANDUR strategy made learning residents feel very comfortable during learning.
- g) Does the TANDUR strategy increase the learning interest of the learning community?  
All of the 4 respondents (100%) stated that the TANDUR strategy made the learning interest of learning citizens greatly increased.
- h) Does the TANDUR strategy increase the reading interest of the learning community?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made the reading interest of learning citizens greatly increase
- i) Does the TANDUR strategy increase the interest in writing for students?  
Of the 4 respondents, all (100%) stated that the TANDUR strategy was able to increase the interest in writing for students
- j) Does the TANDUR strategy increase the interest in counting among the learning residents? Of the 4 respondents, all of them (100%) stated that the interest in numeracy in the learning population increased.

### **2) Learning Citizens**

- a) Is the TANDUR strategy able to make learning fun?  
Of the 20 respondents, 18 respondents (90%) stated that the TANDUR strategy made learning very fun, and 2 respondents (10%) said it was fun.
- b) Does the TANDUR strategy make learning dynamic?  
Of the 20 respondents, 14 respondents (70%) stated that the TANDUR strategy made learning very dynamic, and 6 respondents (30%) stated that it was dynamic.
- c) Whether the TANDUR strategy makes learning varies.



Of the 20 respondents, 18 respondents (90%) stated that the TANDUR strategy made learning very varied, and there were 2 respondents (10%) stated that it varied.

d) Does the TANDUR strategy make tutors more creative?

Of the 20 respondents, 17 respondents (85%) stated that the TANDUR strategy made tutors very creative, 3 respondents (15%) said they were creative.

e) Does the TANDUR Strategy make tutors active.

Of the 20 respondents, 18 respondents (90%) stated that the TANDUR strategy made tutors very active, and 2 respondents (10%) stated that they were active.

f) Does the TANDUR strategy make learning residents feel at home during learning?

Of the 20 respondents, 20 respondents (100%) stated that the TANDUR strategy made WB very comfortable participating in learning.

g) Does the TANDUR strategy increase the learning interest of the learning community?

Of the 20 respondents, 15 respondents (75%) stated that the TANDUR strategy made WB's interest in learning greatly increased and 5 respondents (25%) stated that it had increased.

h) Does the TANDUR strategy increase the reading interest of the learning community?

Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made WB reading interest greatly increased, 4 respondents (20%) stated that it had increased, and 4 respondents (20%) stated that it had not improved.

i) Does the TANDUR strategy increase the interest in writing for students?

Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made WB writing interest greatly increased, 4 respondents (20%) stated that it had increased, and 4 respondents (20%) stated that it had not improved.

j) Does the TANDUR strategy make students' interest in counting increase?

Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made WB's interest in counting greatly increased, 4 respondents (20%) stated that it was increasing, and 4 respondents (20%) stated that it was not increasing.

From the results of the analysis, it can be concluded that learning with the TANDUR strategy has a positive impact on the learning process, tutors, and learning residents.

## 2. Operational Trial

The purpose of the operational trial is to determine the effectiveness of the implementation of multiliterate education based on cultural literacy with the TANDUR strategy, as well as to determine the positive impact of the TANDUR strategy on the learning process, tutors, and learning residents.

The results of operational trials are:





## 1) Maintenance effectiveness

### a. Prospective Community Learning Center (CLC)

The results of the analysis show that the t-count value is 11.917, while the t-critic with a significance level of 95% is 1.275 and the t-criticism with a significance level of 99% is 2.528. Because t-count is greater than t-criticism with a significance level of 95% and 99%, the implementation of multi-literacy education based on cultural literacy with the TANDUR strategy at Prospective Community Learning Center (CLC), Tambak Boyo, Tuban can be implemented **EFFECTIVELY**.

### b. Community Learning Center (CLC) Featured 1

The results of the analysis show that the t-count value is 11.386, while the t-criticism with a significance level of 95% is 1.275 and the t-criticism with a significance level of 99% is 2.528. Because t-count is greater than t-critic with significant levels of 95% and 99%, the implementation of multi-literacy education based on cultural literacy with the TANDUR strategy at Community Learning Center (CLC) Leading 1, Rengel, Tuban can be implemented **EFFECTIVELY**.

### c. Community Learning Center (CLC) Featured 2

The results of the analysis show that the t-count value is 11.006, while the t-critic with a significance level of 95% is 1.275 and the t-criticism with a significance level of 99% is 2.528. Because t-count is greater than t-criticism with a significant level of 95% and 99%, the implementation of multi-literacy education based on cultural literacy with the TANDUR strategy in Community Learning Center (CLC) Leading 2, Rengel Tuban can be implemented **EFFECTIVELY**.

## 2) The effect of the TANDUR strategy on learning, tutors, and learning residents

To determine the effect of the TANDUR strategy on learning, tutors and learning residents, there were 10 aspects that were asked to respondents, namely:

- a. Does the TANDUR strategy make learning fun
- b. Does the TANDUR strategy make learning dynamic
- c. Does the TANDUR strategy make learning varied?
- d. Does the TANDUR strategy make tutors more creative
- e. Does the TANDUR strategy make tutors active
- f. Does the TANDUR strategy make students feel comfortable while studying?
- g. Does the TANDUR strategy increase the learning interest of the learning community?
- h. Does the TANDUR strategy increase the reading interest of the learning community?
- i. Does the TANDUR strategy make students' interest in writing increase?
- j. Does the TANDUR strategy make students' interest in counting increase?

The respondents consist of elements of tutors and managers totaling 12 people and learning residents totaling 60 people. How are the respondents' attitudes towards these 10 things, the results can be explained as follows:



**a. Respondents from the Tutor/Management element**

- 1) Prospective Community Learning Center (CLC) (4 respondents)
  - a) Is the TANDUR strategy able to make learning fun?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy was able to make learning very fun
  - b) Does the TANDUR strategy make learning dynamic?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made learning very dynamic.
  - c) Whether the TANDUR strategy makes learning varies.  
Of the 4 respondents, all (100%) stated that the TANDUR strategy made learning very varied.
  - d) Does the TANDUR strategy make tutors more creative?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made tutors very creative
  - e) Does the TANDUR Strategy make tutors active.  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made tutors very active.
  - f) Does the TANDUR strategy make learning residents feel at home during learning?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made learning residents feel very comfortable during learning.
  - g) Does the TANDUR strategy increase the learning interest of the learning community?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made students' interest in learning greatly increased.
  - h) Does the TANDUR strategy increase the reading interest of the learning community?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made the reading interest of learning citizens greatly increase
  - i) Does the TANDUR strategy increase the interest in writing for students?  
Of the 4 respondents, all of them (100%) stated that the interest in writing for learning residents had greatly increased.
  - j) Does the TANDUR strategy increase the learning interest in counting?  
From 4 respondents, all of them (100%) stated that the learning interest in numeracy has greatly increased.
- 2) Community Learning Center (CLC) Featured 1 (4 respondents)
  - a) Is the TANDUR strategy able to make learning fun?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy was able to make learning very fun
  - b) Does the TANDUR strategy make learning dynamic?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made learning very dynamic.
  - c) Whether the TANDUR strategy makes learning varies.



- Of the 4 respondents, all (100%) stated that the TANDUR strategy made learning very varied.
- d) Does the TANDUR strategy make tutors more creative?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made tutors very creative
- e) Does the TANDUR Strategy make tutors active.  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made tutors very active.
- f) Does the TANDUR strategy make learning residents feel at home during learning?  
Of the 4 respondents, there are 3 respondents (75%) stating that the TANDUR strategy makes learning residents feel very comfortable during learning, and 1 respondent (25%) states that they feel at home.
- g) Does the TANDUR strategy increase the learning interest of the learning community?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made students' interest in learning greatly increased.
- h) Does the TANDUR strategy increase the reading interest of the learning community?  
Of the 4 respondents, there are 3 respondents (75%) stating that the TANDUR strategy has greatly increased interest in learning, and 1 respondent (25%) stated that it has increased.
- i) Does the TANDUR strategy increase the interest in writing for students?  
Of the 4 respondents, there are 3 respondents (75%) stating that the TANDUR strategy has greatly increased interest in learning, and 1 respondent (25%) stated that it has increased.
- j) Does the TANDUR strategy make students' interest in numeracy increase?  
From 4 respondents, there are 3 respondents (75%) stating that the TANDUR strategy has greatly increased interest in learning, and 1 respondent (25%) stated that it has increased.
- 3) Community Learning Center (CLC) Featured 2 (4 respondents)
- a) Is the TANDUR strategy able to make learning fun?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy was able to make learning very fun
- b) Does the TANDUR strategy make learning dynamic?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made learning very dynamic.
- c) Whether the TANDUR strategy makes learning varies.  
Of the 4 respondents, all (100%) stated that the TANDUR strategy made learning very varied.
- d) Does the TANDUR strategy make tutors more creative?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made tutors very creative



- e) Does the TANDUR Strategy make tutors active.  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made tutors very active.
- f) Does the TANDUR strategy make learning residents feel at home during learning?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made learning residents feel very comfortable.
- g) Does the TANDUR strategy increase the learning interest of the learning community?  
Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made students' interest in learning greatly increased.
- h) Does the TANDUR strategy increase the reading interest of the learning community? Of the 4 respondents, all of them (100%) stated that the TANDUR strategy made people's interest in learning greatly increase.
- i) Does the TANDUR strategy increase the interest in writing for students?  
Of the 4 respondents, all respondents (100%) stated that the TANDUR strategy made people's interest in learning increase.
- j) Does the TANDUR strategy increase students' interest in numeracy?  
Of the 4 respondents, all respondents (100%) stated that the TANDUR strategy made students' interest in learning increase.

#### **b. Respondents from the Learning Citizens**

- 1) Prospective Community Learning Center (CLC) (20 respondents)
  - a) Is the TANDUR strategy able to make learning fun?  
Of the 20 respondents, all respondents (100%) stated that the TANDUR strategy made learning very enjoyable.
  - b) Does the TANDUR strategy make learning dynamic?  
Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made learning very dynamic, and 8 respondents (40%) stated that it was dynamic.
  - c) Whether the TANDUR strategy makes learning varies.  
Of the 20 respondents, 11 respondents (55%) stated that the TANDUR strategy made learning very varied, and 9 respondents (45%) stated that it varied.
  - d) Does the TANDUR strategy make tutors more creative?  
Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made tutors very creative, 7 respondents (35%) said they were creative, and 1 respondent (5%) said they were less creative.
  - e) Does the TANDUR Strategy make tutors active.  
Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made tutors very active, and 8 respondents (40%) stated that they were active.
  - f) Does the TANDUR strategy make learning residents feel at home during learning?



Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made WB very comfortable participating in learning and 8 respondents (40%) stated that they felt at home.

- g) Does the TANDUR strategy increase the learning interest of the learning community?

Of the 20 respondents, 13 respondents (65%) stated that the TANDUR strategy made WB's interest in learning greatly increased and 7 respondents (35%) stated that it had increased.

- h) Does the TANDUR strategy increase the reading interest of the learning community?

Of the 20 respondents, 17 respondents (85%) stated that the TANDUR strategy made WB's reading interest greatly increased, and 3 respondents (15%) stated that it had increased.

- i) Does the TANDUR strategy increase the interest in writing for students?

Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made WB's writing interest greatly increased, and 8 respondents (40%) stated that it had increased.

- j) Does the TANDUR strategy make students' interest in counting increase?

Of the 20 respondents, 14 respondents (70%) stated that the TANDUR strategy made WB's interest in counting greatly increased, 5 respondents (25%) stated that it was increasing, and 1 respondent (5%) stated that it was not increasing.

- 2) Community Learning Center (CLC) Leading 1 (20 respondents)

- a) Is the TANDUR strategy able to make learning fun?

Of the 20 respondents, 18 respondents (90%) stated that the TANDUR strategy made learning very fun, and 2 respondents (10%) said it was fun.

- b) Does the TANDUR strategy make learning dynamic?

Of the 20 respondents, 13 respondents (65%) stated that the TANDUR strategy made learning very dynamic, and 7 respondents (35%) stated that it was dynamic.

- c) Whether the TANDUR strategy makes learning varies.

Of the 20 respondents, 6 respondents (30%) stated that the TANDUR strategy made learning very varied, and there were 14 respondents (70%) stated that it varied.

- d) Does the TANDUR strategy make tutors more creative?

Of the 20 respondents, 10 respondents (50%) stated that the TANDUR strategy made tutors very creative, and 10 respondents (50%) stated that they were creative.

- e) Does the TANDUR Strategy make tutors active.

Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made tutors very active, and 8 respondents (40%) stated that they were active.



- f) Does the TANDUR strategy make learning residents feel at home during learning?  
Of the 20 respondents, 8 respondents (40%) stated that the TANDUR strategy made WB very comfortable participating in learning and 12 respondents (60%) stated that they felt at home.
- g) Does the TANDUR strategy increase the learning interest of the learning community?  
Of the 20 respondents, 13 respondents (65%) stated that the TANDUR strategy made WB's interest in learning greatly increased and 7 respondents (35%) stated that it had increased.
- h) Does the TANDUR strategy increase the reading interest of the learning community?  
Of the 20 respondents, 9 respondents (45%) stated that the TANDUR strategy made WB reading interest greatly increased, 10 respondents (50%) stated that it had increased, and 1 respondent (5%) stated that it had not improved.
- i) Does the TANDUR strategy increase the interest in writing for students?  
Of the 20 respondents, 9 respondents (45%) stated that the TANDUR strategy made WB's writing interest greatly increased, and 11 respondents (55%) stated that it had increased.
- j) Does the TANDUR strategy make students' interest in counting increase?  
Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made WB's interest in counting greatly increased, 7 respondents (35%) said it was increasing, and 1 respondent (5%) said it was not increasing.
- 3) Community Learning Center (CLC) Leading 2 (20 respondents)
- a) Is the TANDUR strategy able to make learning fun?  
Of the 20 respondents, 19 respondents (95%) stated that the TANDUR strategy made learning very fun, and 1 respondent (5%) said it was fun.
- b) Does the TANDUR strategy make learning dynamic?  
Of the 20 respondents, 16 respondents (80%) stated that the TANDUR strategy made learning very dynamic, and there were 4 respondents (20%) stated that it was dynamic.
- c) Whether the TANDUR strategy makes learning varies.  
Of the 20 respondents, 15 respondents (75%) stated that the TANDUR strategy made learning very varied, and there were 5 respondents (25%) stated that it varied.
- d) Does the TANDUR strategy make tutors more creative?  
Of the 20 respondents, 15 respondents (75%) stated that the TANDUR strategy made tutors very creative, and 5 respondents (25%) stated that they were creative.
- e) Does the TANDUR Strategy make tutors active.



Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made tutors very active, and 8 respondents (40%) stated that they were active.

- f) Does the TANDUR strategy make learning residents feel at home during learning?

Of the 20 respondents, 14 respondents (70%) stated that the TANDUR strategy made WB very comfortable participating in learning and 6 respondents (30%) stated that they felt at home.

- g) Does the TANDUR strategy increase the learning interest of the learning community?

Of the 20 respondents, 16 respondents (80%) stated that the TANDUR strategy made WB's interest in learning greatly increased and 4 respondents (20%) stated that it had increased.

- h) Does the TANDUR strategy increase the reading interest of the learning community?

Of the 20 respondents, 16 respondents (80%) stated that the TANDUR strategy made WB's interest in reading greatly increased, and 4 respondents (20%) stated that it had increased.

- i) Does the TANDUR strategy increase the interest in writing for students?

Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made WB writing interest greatly increased, 7 respondents (35%) stated that it had increased, and 1 respondent (5%) stated that it had not improved.

- j) Does the TANDUR strategy make students' interest in counting increase?

Of the 20 respondents, 12 respondents (60%) stated that the TANDUR strategy made WB's interest in counting greatly increased, 5 respondents (25%) said it had increased, and 3 respondents (15%) said it was less.

## CONCLUSION

From the results of field trials (conceptual and operational) that have been carried out, it can be concluded that:

- 1) The implementation of multi-literacy education based on cultural literacy with the TANDUR strategy seen from the pre and post test scores and the changes that occur and by looking at the t-count which is greater than t-criticism with a significance of 99% and 95%, it can be concluded that the implementation of multi-literacy education based on cultural literacy with the TANDUR strategy running EFFECTIVELY.
- 2) Learning using the TANDUR strategy has a positive impact on the learning process that is more fun, varied, and dynamic. It also has a positive impact on tutors, where tutors are more creative, and active in carrying out learning. As for the impact on learning residents, learning residents feel at home during learning, students' interest in learning increases, interest in reading, writing, and arithmetic also increases.

Based on the results of the research that has been done, there are several suggestions given by the researchers including the following:



- 1) It is recommended that multi-literacy education based on cultural literacy with the TANDUR strategy can be implemented and socialized to the education unit that will organize multi-literacy education.
- 2) There should be training on the TANDUR strategy for multi-literacy education tutors, so that fun learning can be realized which in turn has a positive impact on learning, tutors, and learning residents

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