Multisensory Approach in Indonesian Elementary Schools: Enhancing Students' Literacy Proficiencies

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Abstract

The multisensory approach has proven to be effective as an effective method in improving student learning outcomes, especially in the context of Indonesian learning in elementary schools. To improve children's literacy skills, this article will investigate how multisensory techniques can be used in Indonesian education. Utilizing various related literature sources, such as novels, academic journals, and previous research papers, this study reviews them using a qualitative methodology. The integration of multisensory aspects into daily learning is an important aspect of the multisensory approach, which holds an outstanding role in improving the reading ability of primary school students. However, the success of this strategy largely rests on the creativity and readiness of the instructor. This method works well to accommodate different learning styles and has also increased student motivation and participation in the learning process.

Keywords: Multisensory Approach, Indonesian Language Learning, Literacy Skills, Learning Methods, Elementary School.

Introduction

The development of reading skills, which is the basis for children's future academic and social success, is especially important during the child's primary school years (Meri, Sofyan2, Yanto, 2023). In Indonesia, learning Indonesian in elementary school is very important to develop the identity and cultural character of the country as well as for linguistic proficiency (Ni Nyoman Pradnyani Prawira, 2023). However, improving children's literacy levels often faces difficult obstacles, especially when it comes to less innovative and sometimes ineffective teaching strategies.

The one-way approach and rote learning that characterize traditional teaching methods that are currently prevalent in primary schools tend to be less suitable for their students' varied learning styles (Omer, Lamya Abdulateef, 2023). The disease may have a detrimental effect on students' academic performance as well as cause them to lose interest and drive to learn (Muhammad Farid Ubaidillah, Arba'iyah Yusuf, 2023). More creative and inclusive teaching strategies that can increase students' enthusiasm for learning while improving students' literacy abilities are needed to solve this problem (María del Carmen Canto López, 2022).

One cutting-edge strategy that can help with this problem is a multisensory approach. This method incorporates the senses of sight, hearing, touch, and movement into the learning process to improve comprehension and memory (Sastra Kusuma Wijaya, 2023) (Emilia Restiglian and Pietro Tonegato, 2023). The multisensory approach is based on the premise that the more senses are used during learning, the deeper the brain processes and stores information. A multisensory approach can be applied in Indonesian education through a variety of creative and active activities involving students, including the use of visual aids (pictures and/or diagrams), listening to stories or songs, writing exercises using different media, and kinesthetic exercises such as role-playing or gestures (A Renelle, Rhys Jones, 2022).

The purpose of this study is to investigate how multisensory teaching methods are used in Indonesian primary schools and assess how they affect students' literacy development (Sastra Kusuma Wijaya, 2023). This study uses a mixed method including qualitative and quantitative techniques, such as teacher interviews, classroom observations, and comparison of student learning outcomes before and after multisensory techniques (Minsih, 2023). As a result, a comprehensive picture of the efficacy of multisensory techniques in the context of Indonesian primary education is anticipated from this study. This study aims to determine how much a multisensory approach can improve students' ability to read, write, and read comprehension (Emilia Restiglian, Pietro Tonegato, 2023). The study will also investigate how different approaches affect student motivation and engagement in the Educational process (Siti Zairin, Mohd Norazmi Nordin, 2023) (Veneta Andonova, Felipe Reinoso-Carvalho, 2023). Due to the variety of learning styles and unique requirements of students, the multisensory approach provides excellent flexibility in fostering a more welcoming and productive learning environment.

In addition, the study will examine potential difficulties and obstacles in implementing multisensory techniques and provide useful advice for teachers and legislators who want to improve the standard of language teaching in primary schools (H. Yalap, Mustafa Gazioğlu, 2022) (Ni Luh Sukanadi, 2022). By using a multisensory approach, children will not only see an improvement in their reading skills but will also have a more enjoyable and satisfying learning experience, helping them develop a love for the Indonesian language and culture from a young age. In particular, the field of Indonesian learning needs to greatly benefit from the potential of this research to significantly improve the quality of education in Indonesia (Giulia Cosentino, 2023). Teachers can manage difficulties in the classroom and ensure that every student has an equal chance of succeeding academically and socially by having a greater understanding of how multisensory techniques can be used effectively.

Methods

The Research Method used is Systematic Literature Review (SLR), a thorough and methodical way to examine the literature related to the designated study topic, is the research method used in this paper (Annisa Nur Halimah, 2023). Creating a focused and well-defined research question is the first stage in a systematic literature review (Philipp C. Sauer, 2023). These questions can then direct the literature search and analysis process. Rigorous and methodical, the literature search process makes use of reliable academic resources including PubMed, Google Scholar, and Scopus. Many related terms, such as "multisensory method," "Indonesian language learning," "elementary school," and "reading skills," are used in this search. Carefully selected literature is selected keeping in mind the pre-established inclusion and exclusion criteria (Dolors Costal, 2021). These standards include things like the quality of the methodology, the year of publication, and relevance to the research topic (Efthymios Papatzikis, 2022). Furthermore, a critical analysis is carried out on the selected literature to ascertain significant discoveries, trends, and patterns related to the use of multimodal techniques in Indonesian primary education (K. Midgette, 2023). Thanks to this in-depth examination, researchers can now have a more thorough understanding of the application, efficacy, and possible application of these techniques in Indonesian primary education.

Research Results and Discussion

The multisensory method of teaching Indonesian in primary schools has resulted in important advances in several areas related to literacy skills (I Made Adnyana, 2023). Multisensory therapy significantly improves reading, writing, and reading comprehension skills, according to several studies that have been published (Sastra Kusuma Wijaya et al., 2023).

a.   Key Components of A Multisensory Approach

The multisensory approach involves integrating the simultaneous use of various senses in the learning process to strengthen understanding and retention of information (Yoliando, 2022). The main components of this approach include:

1. Visual Use: Visual aids such as flashcards, images, and videos are very effective in helping students understand vocabulary and concepts (Hidayah, 2023). Visualization plays an important role in helping students process information that may be difficult to understand through text alone. For example, images can provide visual context for new vocabulary, while videos can show the use of words or phrases in real-life situations. Students who use visual aids tend to show significant improvements in reading and writing skills, as visualization helps overcome difficulties in processing textual information alone (Usmonov, 2022). Thus, the use of visual aids makes learning more interactive and interesting, as well as strengthens students' memory of the material taught (Skorokhod, 2022).

2. Listening Approach: Students acquire words and phrases more easily when they are exposed to music, singing, and rhythm. Students can improve their memory by listening to songs and repeating words. Students who learn through songs have superior spelling and memory skills compared to those who follow more conventional teaching techniques (Guo, 2023) (Fajriah, 2022) (Lenin Iván Lara Olivo, 2022). Students can identify sound patterns that are important for language learning with the help of rhythm and melody. Additionally, by adding fun and convenience to the learning process, this strategy increases students' motivation and participation rate in-class activities.

3. Kinesthetics: Students benefit from touch and gesture-based activities that help them internalize sounds and letterforms. Examples of these activities include writing in the sand and utilizing textured letters. This kinesthetic strategy works especially well for individuals who have unique challenges such as ADHD and dyslexia (Jezia Zakraoui, 2022) (Shahnaz Hashemi Malekshah, 2021). This exercise improves fine motor coordination, which is essential for writing, in addition to aiding in the recognition of letterforms. Students can develop a relationship between the visual and motor forms of letters by using letters made of coarse materials to track and feel their contours.

b. Influence on Various Groups of Children

The multisensory approach shows high effectiveness in a variety of child groups, including those with special needs and coming from different socioeconomic backgrounds. Some of the effects on various groups of children include:

1. Some populations of children, including those with special needs, have shown great efficacy of the multisensory approach. Children with dyslexia and ADHD are one group that benefits substantially. When compared to conventional methods, this approach has proven to be quite effective in improving their literacy skills (Emilia Restiglian, 2023). Children with dyslexia often struggle with reading, spelling, and understanding written material. The multisensory approach makes use of multiple senses to offer efficient replacements. For example, using visual aids such as images and videos makes words and concepts easier to imagine, which helps dyslexic children understand text (Indina Tarjiah, 2023). In addition, they learn words faster when using listening methods such as songs and rhythms (Sastra Kusuma Wijaya, 2023). Children with dyslexia have also been shown to benefit greatly from kinesthetic activity when it comes to internalizing sounds and letter shapes. Meanwhile, the multisensory approach keeps children with ADHD focused and interested in what they are learning (Ying Lv, 2023). Touch and movement-based activities offer extra stimulation that helps calm hyperactivity and focus on the topic at hand. Therefore, a multisensory approach helps children with ADHD and dyslexia not

only improve their literacy skills but also overcome the unique challenges they face during the learning process.

2. Children from Diverse Situations: Multisensory techniques are very beneficial for children from low socioeconomic backgrounds as well as useful for children with special needs. Through the use of multisensory techniques, these children's literacy skills are significantly improved (Muhammad Raihan Sapi'ee, 2020). Children from poorer socioeconomic circumstances may experience additional difficulties in school, such as limited access to educational materials and unsupportive learning settings. Children from different backgrounds have the same opportunity to learn well through the use of a multisensory approach. Children from lower socioeconomic backgrounds can participate more actively in the learning process and understand information better when they use a variety of senses when learning (Mahilda Dea Komalasari, 2019). When using a multisensory approach, children from low-socioeconomic families showed considerable improvements in their literacy skills (Natalia Kucirkova, 2023). This suggests that the strategy may be able to reduce educational disparities caused by differences in social and economic backgrounds. The multisensory approach creates opportunities for all students to succeed in school, regardless of their background, by offering inclusive and efficient teaching methods.

c. Implementation in the Classroom
The success of the multisensory approach in improving literacy skills also depends heavily on its implementation in the classroom. Some of the important factors that affect the success of this implementation include teacher readiness and resource support (Lisa M. Bowers, 2023).

1. Teacher Readiness: emphasizes the value of providing multisensory instruction to teachers. Instructors are better prepared to use this approach when they have received extensive training on the integration of many multisensory elements in learning. This increases student motivation and involvement in the learning process in addition to improving learning outcomes for students. A key component in ensuring the effective implementation of multisensory strategies is teacher preparation. Educators who undergo comprehensive training on the integration of multiple multisensory elements in education will have an enhanced ability to use these techniques efficiently (Abdullah Bahmani, 2023). Understanding how to use kinesthetic learning exercises, auditory learning strategies, and visual aids can all be part of this training (Zapiski, 2023). Incorporating a multimodal approach by educators not only improves learning outcomes for students but also increases their interest and engagement in the educational process. Students will feel more motivated to learn if their teachers can establish a stimulating and encouraging learning atmosphere. Because teaching strategies are more in line with their preferred learning style, they will also participate more actively in the learning process. Therefore, the secret to ensuring that multisensory strategies are successful in improving students' literacy levels in the classroom is the teacher's readiness to adopt them. Teachers can be powerful agents of change by introducing and adopting multisensory ways to improve the quality of learning in the classroom, provided they have the right training and ongoing support (M. Ramdhan Fathin Al-Farabi, 2023) (Kulikov, 2023).

2. Resource Support: Having sufficient resources is essential for the effectiveness of multisensory strategies in improving reading ability. This includes the use of visual and audio aids, relevant learning resources, and an encouraging classroom setting (Ridwin Purba, 2023). Videos, infographics, and other visual aids are essential elements of a multisensory approach, Teachers can assist learners in visualizing abstract concepts and improve their understanding of the subject matter by providing them with these visual aids (Qi, 2023). In addition, by incorporating students' hearing into the learning process,

hearing aids such as music, voice recordings, and audio stories also contribute significantly to strengthening multisensory learning (Ulrika Bodén, 2023). To complement the multisensory approach, educational resources that meet the needs and interests of students are also needed (Huang, 2023). Relevant and engaging learning resources for students will increase their participation in class and make the multisensory approach more successful (Svitlana Fedorenko, 2023). An encouraging learning atmosphere in the classroom is also important for the effective implementation of a multisensory approach. Students will be better able to focus and participate in multisensory learning in an organized, fun, and comfortable classroom (Xing, 2023). A key factor in the effective implementation of this strategy is the support of schools and their policies (Herman, 2023). For teachers to successfully adopt multisensory techniques, schools must provide them with the necessary tools and training. The effectiveness of implementing a multisensory approach in the classroom will also be enhanced by school policies that promote and support its use (Ulrika Bodén, Linnéa Stenliden, Jörgen Nissen, 2023). Therefore, one of the most important elements in ensuring the effectiveness of a multisensory approach to improving the literacy skills of primary school students is the availability of adequate resources and assistance from schools (Pavlidou, 2022). When combined with the right resources and assistance, a multisensory approach can be a powerful tool to improve student learning outcomes.

Conclusion and Recommendations

According to the findings of the research that has been presented, multisensory teaching in Indonesian primary schools has significant promise to improve students' literacy skills. It has been shown that by using this strategy, children with special needs including dyslexia and ADHD as well as those without learning problems can improve their reading, writing, and reading comprehension skills (Ni Nyoman Pradnyani Prawira, 2023). The simultaneous use of several visual, aural, tactile, and kinesthetic senses in the learning process is known as the multisensory method. It has been shown that the key elements of this method, including the use of visual aids, auditory approaches, and tactile and kinesthetic activities, help students understand and assimilate the information they learn (Muspratiwi Pertiwi Muslimin Rosdiana, 2022). In addition, the multisensory approach has shown excellent efficacy with a wide range of child populations, including special needs and socioeconomically diverse children (Ridwin Purba, 2023). Using this method significantly improves the literacy skills of children with dyslexia and ADHD. In addition, by using multisensory techniques, children from low socioeconomic backgrounds also showed significant improvements in their literacy skills, suggesting that this strategy can help close educational gaps (Yoliando, 2022). The effectiveness of a multisensory learning environment also depends heavily on the readiness of teachers and the availability of adequate resources (Huang, 2023) (Xing, 2023). Instructors are better prepared to use this approach when they have received extensive training on the integration of many multisensory elements in learning. The success of this strategy is also highly dependent on the availability of resources including adequate learning materials, visual and aural aids, and supportive classroom settings (Siti Zairin, 2023). As a result, the multisensory approach is a useful and inclusive technique for improving the literacy rate of elementary school students. This method can help overcome barriers to learning Indonesian and improve the standard of basic education in Indonesia if schools provide the necessary support and teachers receive the necessary training.

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