ENHANCING LEARNER'S READING COMPETENCY THROUGH PROJECT-BASED PRE-COOPERATIVE MULTILITERACY

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Abstract

Education multiliteracy is an education that emphasizes on increasing the diversity of literacy in all aspects of life. The multiliteracy education program is a program of literacy by using a variety of approaches (arts, culture, environment, technology, race, ethnicity, gender, and others) are relevant to the learners to achieve and or develop literacy competencies and improve the income and quality of life of participants students. The focus of the problem is as follows: How to increase literacy skills of reading advanced literacy students through Project-based multiliteracy learning models in CLC Hikmah District. Ciamis, CLC Al-Ghifari District. Cirebon, and CLC Geger Sunten District. West Bandung? The project-based multiliteracy pre-cooperative learning model is multiliteracy learning with the theme of science and technology pre-cooperative sub-themes using project-based learning strategies. Learners during learning in enhancing the ability of literacy such as reading, writing, and arithmetic in the language of Indonesia to be given charge of pre cooperatives. Wherein the output of this study is the formation of pre-cooperative business groups, in the process of establishing this cooperative course pre herded learners to complete the project in any appropriate syntax learning project-based learning, namely: 1) Determination of project. 2) Designing project completion steps. 3) Compilation of project implementation schedules. 4) Project completion. 5) Report preparation. 6) Evaluate the process and process results. Based on the research results obtained Asymp.sig (2-tailed) = 0,000 <0.05 then Ho is rejected and Ha is accepted meaning there is an average difference between the pre-test and post-test learning outcomes, which means there is an influence on the use of the Project-based pre-cooperative multi-literacy model towards increased literacy skills in reading students.
Keywords: Literacy education, multiliteracy education, PjBL / Project

Abstrak

Pendidikan multikeaksaraan adalah pendidikan yang menekankan pada peningkatan keragaman keberaksaraan dalam segala aspek kehidupan. Program pendidikan multikeaksaraan merupakan program keaksaraan dengan menggunakan berbagai pendekatan (seni, budaya, lingkungan, teknologi, ras, etnis, gender, dan lainnya) yang relevan dengan kondisi peserta didik untuk mencapai dan atau mengembangkan kompetensi keberaksaraan serta meningkatkan penghasilan dan kualitas hidup peserta didik. Yang menjadi fokus permasalahan sebagai berikut: Bagaimana peningkatan kemampuan keberaksaraan membaca peserta didik keaksaraan lanjutan melalui model pembelajaran multikeaksaraan pra koperasi berbasis Proyek di PKBM Hikmah Kab. Ciamis, PKBM Al-Ghifari Kab. Cirebon, dan PKBM Geger Sunten Kab. Bandung Barat?. Model Pembelajaran multikeaksaraan pra koperasi berbasis proyek ini merupakan pembelajaran multikeaksaraan dengan tema ilmu pengetahuan dan teknologi sub tema pra koperasi dengan menggunakan strategi pembelajaran berbasis proyek. Peserta didik selama pembelajaran dalam meningkatkan kemampuan keberaksaraan seperti membaca, menulis dan berhitung dalam bahasa Indonesia dengan diberikan muatan pra koperasi. Dimana output dari pembelajaran ini yaitu terbentuknya kelompok usaha pra koperasi, dalam proses pembentukan pra koperasi ini tentunya peserta didik digiring untuk menyelesaikan proyek dalam setiap pembelajaran sesuai syntax pembelajaran berbasis proyek yaitu: 1) Penentuan proyek. 2) Perancangan langkah-langkah penyelesaian proyek. 3) Penyusunan jadwal pelaksanaan proyek. 4) Penyelesaian proyek. 5)

Penyusunan laporan. 6) Evaluasi proses dan hasil proses. Berdasarkan hasil penelitian diperoleh Asymp.sig (2-tailed) = 0,000 < 0,05 maka Ho ditolak dan Ha diterima berarti ada perbedaan rata-rata antara hasil belajar pre test dan pos tes yang artinya ada pengaruh penggunaan model multikeaksaraan pra koperasi berbasis Proyek terhadap peningkatan kemampuan keberaksaraan dalam membaca peserta didik.

Kata Kunci: Pendidikan keaksaraan, pendidikan multikeaksaraan, PjBL/Proyek

INTRODUCTION

Development ability and personality of a person is not solely done at the school, will but can also be done on the outside of the school with the effect that intentionally to learners through multiple delivery systems, such as courses, literature, works of art and culture, etc. which are oriented directly to important matters related to aspects of students' lives and are economically practical.

The implementation of education, in general, has the aim of developing all the potential that exists in students, both potential in cognitive, affective and psychomotor aspects. Qualified human beings are expected to be able to understand science in a particular field, be able to reason, be able to think critically and be able to solve problems to fill development so that they ultimately have the readiness to meet an increasingly competitive era of globalization and the development of science and technology.

Literacy education services play a strategic and important role in improving the quality of life of people, especially illiterate residents. Literacy education service programs are expected to reduce illiteracy in Indonesia.

BPS 2018 Susenas Statistics states that Indonesia's population in 2017 is 261, 9 million. The illiterate population in Indonesia based on 2018 data is 3,290,490 or 1.93% of the population of Indonesia. Data Illiteracy, especially in West Java province-age population aged 15-59 years the number 30.94905 million, illiterates number 110 779 present blind script by 0.36 %. The Total population of the Regional Special Capital (DKI) aged 15-59 years the number 6991493, the blind alphabet number 13 133 percentage by 0.19% illiteracy.

Literacy education is one form of education services that are included in the path of education nonformal as has been stipulated in the Law on National Education System Article 26, paragraph 3. Kamil (2009) states that non-formal education itself has a variety of attributes, names, or terms such as mass education, adult education, lifelong education, learning society, out of school education, social education, and others. Understanding of non-formal education is a type/path of education that when viewed from the implementation process has an institutionalized system and structure but is held outside of school education and plays a role in providing special services to learning citizens in achieving learning goals (Kamil, 2009; Coombs, 1985).

In the context of Education for All and improving the quality of life of Indonesian people, literacy education has a strategic function to fulfill the basic education rights of citizens. Movement education literacy started more than six decades ago which has developed starting

from the concept of literacy (PBH) to the importance of the individuals to have literacy in all areas of life.

Literacy programs are a form of service Education Non-Formal who learn citizens of society blind alphabet, so it can write, read, count and analyze, which is oriented to the daily life - day by utilizing the existing potential in its environment so that the learners and the community to improve the quality and standard of living.

Literacy education as one of the non-formal education services to teach illiterate people, and as an approach to learning, is a way to develop one's ability to master and use skills of reading, writing, counting, observing and analyzing, which are oriented to everyday life and take advantage of the potential that exists in the surrounding environment. The results of the analysis through survey methods conducted on developing countries shows that increasing one's literacy skills will have a direct impact on one's investment and performance. Literacy equally well with nutrition, health, and also the income of a person who is correlated with an increase in life expectancy, decrease child mortality and maternal mortality. (Zainudin & Napitupulu: Sumiati, 2015).

Education multiliteracy is an education that emphasizes on increasing the diversity of literacy in all aspects of life. The educational program multiliteracy is a program of literacy by using a variety of approaches (arts, culture, environment, technology, race, ethnicity, gender, and others) are relevant to the learners to achieve and or develop the competency of literacy and to improve the income and quality of life of the participant students.

The reality is that in the field the manager of multiliteracy education programs has mostly received operational funding assistance but there are still basic literacy graduates who have not been served by advanced literacy either KUM or Multiliteracy Education, as well as a lack of understanding of educators and managers in the learning process of multiliteracy education so that in the process the learning is still like independent business literacy, and basic literacy graduates are generally equipped and have skills and even produce products that have high selling power. Besides that, the conditions found in the field have not yet been developed by multiliteracy education learning tools that are by the contextual or potential according to the students.

Basic literacy graduates in addition to having SUKMA also have skills and produce products that have selling power, in the sense that these basic literacy graduates are SMEs (Small and Medium Enterprises) even with small businesses. Seeing this situation, it is necessary to be accommodated by an institution that is a legal entity or cooperative. Before heading cooperatives are legal entities need to be undertaken understanding of literacy graduates participant base by way of guidance in the preparation of this cooperative or the model is called the pre-cooperative. Financial Literacy is included in the theme of science and technology so that the content in the development of multiliteracy learning of this model is pre- cooperative. Good learning is learning that has meaning beneficial for learners, it requires the participant students to be able to follow are active in the whole activity of learning as well as to follow the whole process of learning and acquiring learning outcomes that are useful for life. To carry out the study that gives meaning to the participant students then need a strategy that should be done.

One learning strategy that supports the 2013 curriculum that develops student skills is Project-Based Learning (PjBL). Through projects provided to students not only are required to achieve

the stated learning goals, but students will be better trained to face the real world that requires them to access, synthesize, communicate information and work together to solve complex problems to improve critical thinking skills students (Nur Hikmah, 2016). Multiliteracy education in this learning model which is the content of the material is pre-cooperative.

The pre-cooperative, multi-literacy learning model based on projects is very important because it can provide opportunities to improve and develop reading, writing and numeracy competencies in Indonesian so that they can to become fully literate community members in pre-cooperation.

Based on the above it can be focused on the following issues: How to increase the ability of literacy reading literacy learners advanced through pre multiliteracy cooperative learning model based-project in PKBM Hikmah Kab. Ciamis, PKBM Al-Ghifari Kab. Cirebon, and PKBM Geger Sunten Kab. Bandung Barat? The purpose of this study includes: 1) Knowing project-based multicultural literacy learning in CLC Hikmah District. Ciamis, CLC Al-Ghifari District. Cirebon, and CLC Geger Sunten District. West Bandung. 2) Describe the ability of literacy, especially the ability to read in CLC Hikmah District. Ciamis, CLC Al-Ghifari District. Cirebon, and CLC Geger Sunten District. West Bandung. 3) Knowing the supporting and inhibiting factors in the implementation of pre-cooperative multiliteracy education programs in CLC Hikmah District. Ciamis, CLC Al-Ghifari District. Cirebon, and CLC Geger Sunten District. West Bandung.

LITERATURE REVIEW
a. Learning
James O. Whitaker (Rusman, 2017) that learning is a process in which behavior is generated or changed through practice and experience. The word "modified" is the keyword Whitaker opinion, so that from the word implies that learning is a change that is planned consciously through a program that is structured to produce certain positive behavioral changes. The point is that learning is change.

Learning is the process of changing behavior in the form of knowledge, attitudes, and skills. This change is permanent in behavior that occurs as a result of practice or experience. Learning is the assistance given by educators so that the process of acquiring knowledge and knowledge, mastery of skills and character, as well as the formation of attitudes and beliefs in students. In other words, learning is a process to help the participant students to learn well.

The learning process is experienced throughout a human's life and can apply wherever and whenever. In the opinion of experts, Learning is the empowerment of potential learners to become competencies. This empowerment activity cannot be successful without someone helping.

Learning is a system, which consists of various components that are interconnected with one another. These components include objectives, materials, methods, and evaluations. The fourth component of the study should be considered by educators in selecting and determining media, methods, strategies, and approaches to what will be used in learning activities.

b. Multiliteracy education
Literacy as a concept has a very broad, dynamic and ever-changing meaning because understanding literacy is influenced by personal experiences, thoughts, research findings, government policies, and cultural values in society. In the international education community,

literacy is seen as a process of acquiring basic cognitive skills, leading to the use of skills that can contribute to socio-economic development, developing social awareness skills and critical reflection as the basis for personal and social change. The latter stated was later known as multi-literacy education which emphasizes increasing diversity of literacy in all aspects of life. In other words, such literacy education emphasizes the interrelation between literacy and development to bring up the concept of literacy that leads to multiliteracy education. In this case, multi-literacy education is not merely seen as the ability to read, write and count, but also to prepare individuals to play a role in economic, social development, and as citizens.

Multikeaksaraan education known as post-literacy (post-literacy) can be viewed as concepts, processes, and programs (Kusmiadi, 2007). As a concept, post-literacy education is part of lifelong education, adult education, and continuing education. Of course, multiliteracy education as part of continuing education, multiliteracy education programs strive to provide opportunities for students to improve and develop their learning potential after participating in basic literacy programs. On the other hand, this concept of multi-literacy education in addition to providing literacy skills, also directly or indirectly seeks to transform students into educated "whole people", so that it becomes an asset that is socio-economically productive for the community and able to participate actively and productively in the process nation-building.

Likewise, multi-literacy education as a program is an activity specifically developed for those who are new to literacy and is designed to help them become functionally literate and become autonomous learners. Bearing in mind that a multi-literacy education program includes all learning opportunities for all people outside of literacy and basic education, this multi-literacy (continued) education program is: (a) continuing education for adults; (b) responding to needs and desires; and (and) (c) includes experience provided by the formal, non-formal and informal education sub-systems.

Likewise, multi-literacy education as a program functions: (a) integrating basic literacy skills; (b) allows for a lifetime of education; (c) increase understanding of the community and community; (d) disseminating vocational technology and skills; (e) motivate, inspire and reinforce expectations towards quality of life; and (f) fostering happiness in family life through education (Unesco in the Ministry of Education and Culture, 2016). While the intent of continued literacy, as stated by Sakya in the Ministry of Education and Culture, 2016 is to: (a) strengthen literacy skills; (b) teach economic skills; (c) get access to new information to improve the quality of life; (d) raise critical awareness about current events in the surrounding environment; (e) help develop rational and scientific attitudes; (f) orienting towards new values and attitudes needed in development; and (g) for entertainment and excitement.

c. Pre-Cooperative

Cooperatives as one of the economic sectors are economic cooperation. Cooperative comes from the word Co and Operation which means to work together to achieve goals. This Means the cooperative is a collection of people or legal entities working together that gives freedom of entry and exit as members to improve the welfare of members and society in general.

Cooperatives in multi-literacy development are limited to cooperatives as pilot projects to accommodate the production materials produced by students can be accommodated through pre- cooperatives.

Pre-cooperative is a form of activity with various kinds of preparations that specifically strive to be able to establish a cooperative that is incorporated. Pre cooperatives referred to in this

model the preparations for establishing a cooperative, where the graduates of basic literacy has been equipped with the skills and produce a product that has the power sell high, but the management of products is still managed by independent so it formed an institution that embodies the business group with the hope therein do mentor and facilitation.

d. Project-Based Learning (Project-Based Learning / PjBL)

Patton in Sani (2014: 171) argues that the project-based learning (PjBL) model or project-based learning must involve students in capturing a project or product that will later be exhibited. "Project-Based Learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation."

Projects undertaken by students can take the form of individual or group projects and are carried out within a certain period in a collaborative, innovative, unique, and focused on solving problems related to the lives of students. The based-project Learning is part of a method of instructional which is centered on the learner. This model instead of using a learning model that is still teacher-centered that tends to make students more passive compared to the teacher. This resulted in students' learning motivation being low so that their scientific performance fell according to Fathurrohman (2015).

Based on some of the definitions above, it can be understood that project-based learning is a learning model that uses projects/activities as a learning tool to achieve competency attitudes, knowledge, and skills. The emphasis of learning lies in the activities of students to solve problems by applying skills, researching, analyzing, making, presenting learning products based on real experience. The model of learning is to allow the participant students to work independently in a group as well as construct authentic products that are sourced from real problems in life every day.

As explained above, learning tools for achieving competency in the Long Distance Learning use project assignments as learning strategies. The students work in a real way, solving problems in the real world that can produce solutions in the form of real products or tangible or realistic results.

The project-based learning process or step consists of three stages namely project planning, project implementation, and project reporting. Below is picture 1.1. Project-Based Learning Steps.
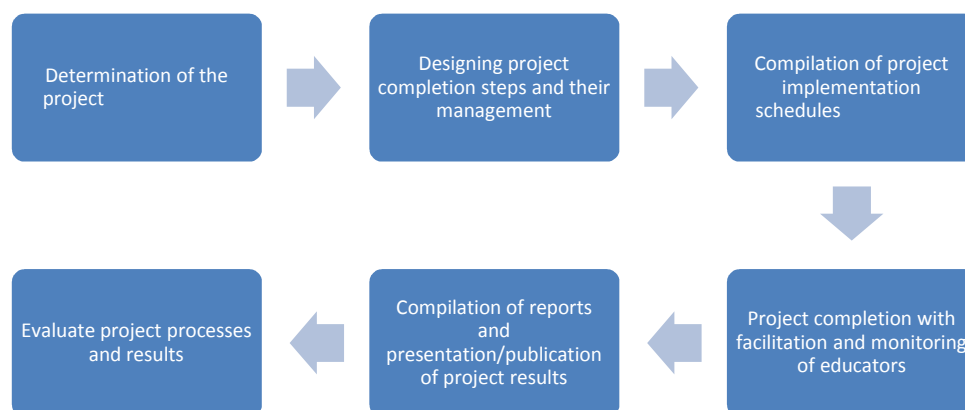

Figure 1. Project-Based Learning Steps

1. Determination of the project

In this step, the students determine the theme/topic of the project based on the task of the project are given to educators. Participants are students given the opportunity to select/define the project which will be carried out either in groups or independently with the record does not deviate from the tasks assigned teacher.

2. Designing project completion steps and their management.

This project design activity contains rules for implementing project tasks, selecting activities that can support project tasks, integrating various possibilities for completing project tasks, planning resources/ materials/ tools that can support the completion of project tasks, and cooperation among group members. Learners design the steps of project completion activities from beginning to end.

3. Compilation of project implementation schedules

Students under the guidance of educators do the scheduling of all activities that have been designed. How long the project must be completed step by step.

4. Project completion with facilitation and monitoring of educators

This step is the step of implementing the project design that has been made. Activities that can be carried out in the project activities include a) reading, b) researching, c) observation, d) interviewing, e) recording, f) artwork, g) visiting project objects, or h) internet access. Educators are responsible for monitoring the activities of students in carrying out project tasks from the process through to project completion. In monitoring activities, educators create a rubric that will be able to record the activities of learners in completing project tasks.

5. Compilation of reports and presentation/publication of project results

The results of the project in the form of products, whether in the form of written products, works of art, or works of technology/crafts are presented and/or published to other students and educators or the public in the form of exhibits of learning products.

6. Evaluate project processes and results

Educators and students at the end of the learning process reflect on the activities and results of project assignments. The reflection process on project assignments can be done individually or in groups. At the evaluation stage, students are allowed to express their experiences while completing project work that develops with discussion to improve performance while completing project tasks. At this stage, feedback is also carried out on the processes and products that have been produced.

The application in learning basic education should have one project for each theme. Projects are made in groups. Formation of groups must be dynamic (members change) and diverse (members vary in ability and background). An example is the work of making posters with the theme of using clean water wisely. (Class V Teacher's Book, theme 2) in making this poster there is a link between the knowledge and skills of SBdP, science, and Indonesian language content.

But for this project-based learning to work, there must be ideal conditions, including:
- Lots of time to solve problems.
- Costs quite a lot
- Instructors who are not bound by traditional classroom models, instructors do not hold the main role in the class.

- There is enough equipment.
- Participant learners have Power Hidden in the experiment and collection of information.
- Students can be active in group work.
- There is a guarantee/mechanism: When the topics given to each group are different, students will be able to understand the topic as a whole

Project-based learning or project-based learning can be regarded as the operationalization of the project-based education developed by a multiliteracy program that serves to prepare basic literacy education graduates to have SUKMA Advanced. With project-based learning, learners are introduced to the atmosphere and the meaning of the results of learning the truth. By thus learning a model that is suitable for participants multiliteracy is project-based learning.

Project-Based Learning (PjBL) is a learning strategy that uses projects. Students explore, assess, interpret, synthesize, and provide information about the subject matter of the pre-cooperative to produce various forms of learning outcomes..

METHOD

The model test was conducted in March until November 2019 in 3 locations namely PKBM Hikmah Kab. Ciamis, PKBM Al-ghifari Kab. Cirebon and PKBM Geger Sunten Kab. Bandung Barat. The research subjects were students who graduated from basic literacy (had SUKMA) of 20 people in each trial location.

Model trials are conducted on one group of research subjects with a test design using quasi-experimental (Sugiyono, 2016) with a one-group pretest-posttest design where there is only one group as the object of research with the initial test and the final test as described below :

Pretest	Treatment	Posttest
O_1	X	O_2

Information :
O_1 = pretest value (before treatment)
O_2 = posttest value (after treatment)
X = treatment used in the form of project-based learning in the Pre-Cooperative Multilesaraan program

Data obtained before treatment either in the form of test results or other data are classified as data from the control group, whereas data obtained after treatment is classified as data from the experimental group. Data from the control group is often called pretest data and experimental group data is also called post-test data. During the learning process of the pre-cooperative multi-literacy education program, the development team will observe the activities of the students and the activities of the educators. After doing the learning then given a posttest at the end of learning to find out the development of students after the treatment by using the Project-Based Multicultural Literacy learning model. The description of the treatment to be performed is illustrated through the following chart.
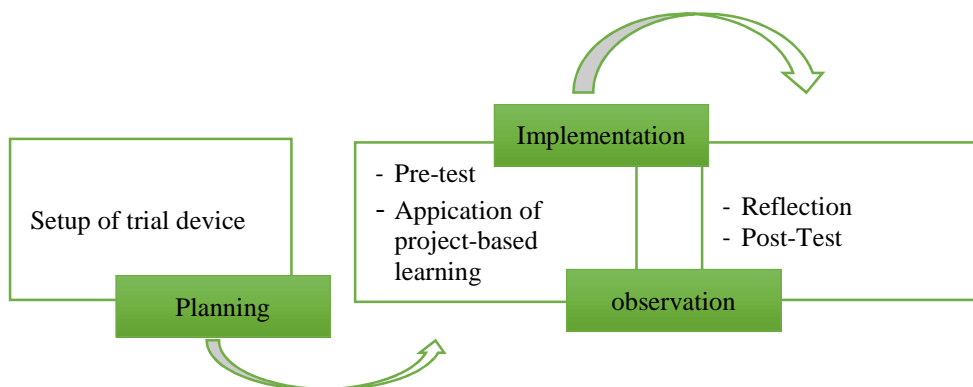
Figure 2. Flowchart of testing operational model (treatment)

After the data is obtained, data analysis will be carried out to measure the effectiveness of the use of the Project-Based Multicultural Literacy learning model. by using a t-test analysis of two related samples or by using an appropriate nonparametric test.

RESULTS AND DISCUSSION

Results

To see the increase in students' pre-cooperative multicultural education programs, a comparison is made between the pre-test and post-test differences. As shown in Table 1.2 as follows:

Table 1. Average Pre-test and Post-test scores

Source	Average value
Pretest	66.23
Posttest	86.07
Difference	19.84
The amount of data	62

Pretest and posttest that have been given in 3 test locations are then calculated like the data above. Before being given the Pre-Cooperative Project-Based Multicultural Literacy learning model. Based on the data above the value of students has an average of 66, 23. The average value of students after carrying out learning using the Project-based pre-cooperative multi-literacy learning model has increased to 86, 07.

From the calculation of the data above, it can be seen that the average value of learning outcomes after carrying out learning is higher than before learning. The increase in the average value of learning outcomes by 19, 84.

Then the operational test results data were analyzed using the SPSS 16 for windows program. The analytical calculations on the results of operational trials use the average difference test for paired samples. The requirements for carrying out this test include testing the normality of the database. Normality test results show that the two experimental class data are not normally distributed then proceed to the Wilcoxon test. Furthermore, Wilcoxon test results indicate that the data generated as follows:

1) Negative Ranks (negative) between pre-cooperative multiliteracy learning outcomes for pre-test and post-test is 1, this value of 1 indicates a decrease (reduction) from the pre-test

value to the post-test value. The mean rank or average decrease in reading ability is 2, 50, and the sum rank is 2.50.

2) Positive rank or difference (positive) between pre-cooperative multi-literacy learning outcomes for pre-test and post-test. Here there are 60 positive (N) data, which means that 60 students experienced an increase in pre-cooperative multi-literacy learning outcomes with literacy skills (reading) from pre-test scores to post-test scores. The mean rank or average increase in literacy ability is 31, 48, while the number of positive rankings or the sum of ranks is 1888.50.

3) Ties are the similarity of the pretest and posttest values, here the value of the ties is 1, so it can be said that there is 1 student of the same value between the pre-test and post-test.

Table 2. Test Statistics a

	Post Test - Pre Test
Z	-6,778 [b]
Asymp. Sig. (2-tailed)	, 000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Hypothesis Formulation
Ho: There is no average difference between pre-test and post-test learning outcomes. This means that there is no influence on the use of Project-based, pre-cooperative multiliteracy models in improving literacy skills (reading)
Ha: there is an average difference between pre-test and post-test learning outcomes. This means that there is an influence on the use of the Project-based pre-cooperative multi-literacy model in improving literacy skills (reading)

If Asymp.sig (2-tailed) <0, 05 then Ho is rejected and Ha is accepted If Asymp.sig (2-tailed)> 0.05 then Ho is accepted and Ha is rejected

Based on the above table, it is known that Asymp.sig (2-tailed) = 0,000 <0.05 then Ho is rejected and Ha is accepted, meaning there is an average difference between pre-test learning outcomes and test posts, which means that there is an influence on the use of Project-based pre-cooperative multi-literacy models towards increasing literacy skills in reading students.

Discussion
Pre-cooperative multi-literacy learning in advanced literacy education using project-based learning strategies or often known as Project-Based Learning (PjBL) is a learning model that involves students in problem-solving activities and allows students the opportunity to work autonomously to construct their learning and ultimately produce products valuable and realistic learners according to the Buck Institute for Education (Al-Tabany et al, 2014).

The project-based pre-cooperative multiliteracy learning model is a multiliteracy learning with pre-cooperative science and technology themes using project-based learning strategies. Learners during learning in enhancing the ability of literacy such as reading, writing, and arithmetic in the language of Indonesia to be given charge of pre cooperatives. Where the output of this learning is the formation of pre-cooperative business groups, in the process of

forming pre-cooperatives, of course, students are led to complete projects in each learning according to project-based learning syntax, namely:

1. Determination of the project
   Projects are determined together, namely the formation of pre-cooperatives.
2. Designing project completion steps
   The team, educators, and students design the steps to complete the project for 6 weeks. In addition to improved literacy competencies, but every lesson some projects that must be completed by students.
3. Compilation of project implementation schedules
   The schedule is arranged together to complete the project for 6 weeks. Where the average learning per week at each trial location is 12 JP.
4. Project completion
   Projects are completed by students according to a schedule that has been arranged together.
5. Compilation of reports
   Preparation of reports, in this case, any project learning that must be completed immediately reported.
6. Evaluate the process and process results
   Evaluation of the process and the results of the learning process in addition to the evaluation of the projects above are also carried out written evaluations to students in the form of pre-test and post-test.

Based on the data in table 1.2 and calculating data using the SPSS 16 for windows program, it is found that the average value of learning outcomes after implementing learning is higher than before learning. The increase in the average value of learning outcomes by 19, 84. And it is known that Asymp.sig (2-tailed) = 0,000 <0.05 then Ho is rejected and Ha is accepted, meaning there is an average difference between the pre-test and post-test learning outcomes, which means that there is an influence on the use of Project-based pre-cooperative multi-literacy models to increase capacity literacy in reading students.

Through this project-based learning, it can be seen based on the data that it has an increase and influence on the learning outcomes of multiliteracy education students in their reading ability. The factors supporting and inhibiting pre-cooperative multi-literacy project-based learning are:
1) Supporting factors
   a) Educators in each trial location have the competence of educators so that in the implementation of learning there are no difficulties either in providing material for literacy participants or understanding in applying the project-based pre-cooperative multicultural model.
   b) Managers who always accompany educators and students in the implementation of learning so that learning takes place smoothly.
   c) Students in most locations are consistently present until the end of learning so that the application of the project-based multicultural literacy learning project runs smoothly and according to a predetermined schedule.
   d) Assistance from the development team that continues to oversee from the beginning to the end consistently.
2) Obstacle factor
   a) Due to limited testing time, learning should have been 86 JP to 60 JP, so that the last project related to the partnership could not be carried out optimally.
   b) Determination of the learning schedule is adjusted to the readiness of students because of the background work of students that there is a daily work in the fields and so on.

CONCLUSION

Based on the results of the analysis, it was concluded that 1) the implementation of project-based multicultural pre-cooperative learning is done through a project-based learning syntax where each student's learning is given a project so the learning output is the formation of pre-cooperative groups. 2) Project-Based Pre-Cooperative Multi-Literacy Learning Model shows that there is an influence of the use of a Project-based pre-cooperative multi-literacy model on improving literacy skills in reading students.

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