

TEACHERS' ADOPTION OF MULTILITERACY EDUKIT IN ELEMENTARY SCHOOLS: THE ROLES OF USEFULNESS, EASE OF USE, AND SCHOOL SUPPORT IN INDONESIA AND MALAYSIA

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Abstract

The multiliteracy Edukit integrates reading, writing, critical thinking, and authentic production into a single elementary classroom session. Purpose: To compare Indonesian and Malaysian elementary teachers' perceptions across five acceptance dimensions: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Curriculum Fit (CF), School Support (SS), and Behavioral intention (BI). Methods: A comparative survey of 30 teachers (Indonesia $n=15$; Malaysia $n=15$) used a validated 22 item, five point Likert questionnaire; per dimension reliability was adequate ($\alpha \geq 0.70$). Mann-Whitney tests were applied to each indicator with effect size r reported. Results: Indonesian teachers scored higher across all dimensions, with 17 of 22 indicators significantly different ($p < 0.05$). PEOU was the strongest discriminator ($r \approx 0.60$), followed by CF ($r \approx 0.52$), and SS showed the smallest difference ($r \approx 0.32$). The findings indicate that curriculum context and institutional support shape teachers' acceptance of Edukit. Conclusion: Acceptance was driven by ease of use, curriculum alignment, and school support. Implementation strategies must align with the characteristics of Indonesia's Kurikulum Merdeka and Malaysia's KSSR. Implications: Strengthening training, aligning teaching/assessment artefacts, and ensuring access to simple materials are necessary to sustain adoption. Limitations: small, perception based sample; future studies should expand the sample and assess the impact on student outcomes.

Keywords: multiliteracy Edukit; Perceived Usefulness; Ease of Use; Curriculum Fit; School Support; Behavioral Intention; Indonesia-Malaysia

Abstrak

Edukit multiliterasi dirancang untuk mengintegrasikan membaca, menulis, berpikir kritis, dan produksi autentik dalam satu pertemuan di sekolah dasar. Tujuan: Melihat perbedaan persepsi guru SD di Indonesia dan Malaysia mengenai lima dimensi penerimaan Edukit: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Curriculum Fit (CF), School Support (SS), dan Behavioral Intention (BI). Metode: Survei komparatif kepada 30 guru (Indonesia $n=15$; Malaysia $n=15$) menggunakan kuesioner Likert 5 poin (22 butir) yang tervalidasi oleh ahli; reliabilitas per dimensi memadai ($\alpha \geq 0,70$). Analisis menggunakan uji Mann-Whitney pada setiap indikator dan pelaporan effect size r . Hasil: Guru Indonesia memberikan skor lebih tinggi pada seluruh dimensi; 17 dari 22 indikator berbeda signifikan ($p < 0,05$). PEOU menjadi pembeda terkuat ($r \approx 0,60$), diikuti CF ($r \approx 0,52$); SS menunjukkan perbedaan terkecil ($r \approx 0,32$). Temuan menunjukkan pengaruh konteks kurikulum dan dukungan institusional terhadap penerimaan Edukit. Kesimpulan: Penerimaan Edukit multiliterasi dibentuk oleh kemudahan penggunaan, kesesuaian kurikulum, dan dukungan sekolah; strategi implementasi perlu disesuaikan dengan karakteristik Kurikulum Merdeka dan KSSR. Implikasi: Perlu penguatan pelatihan, penyesuaian perangkat ajar/asesmen, serta ketersediaan bahan sederhana untuk keberlanjutan adopsi. Keterbatasan: sampel kecil dan berbasis persepsi; riset lanjutan perlu memperluas sampel dan menilai dampak pada capaian siswa.

Kata Kunci: Edukit multiliterasi; Perceived Usefulness; Ease of Use; Curriculum Fit; School Support; Behavioral Intention; Indonesia-Malaysia

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Introduction

Twenty-first-century schooling demands multiliteracy competencies that extend beyond basic reading and writing to integrate critical thinking, communication, collaboration, creativity, and meaning-making across multimodal texts and media (Abidin et al., 2021; Rahmadani et al., 2023). In elementary education, this need is growing for two reasons. First, pervasive digital media and diverse learning resources require students to interpret and produce meaning across formats rather than merely reproducing textual content (Taqwiem, 2024). Second, assessment practices have shifted toward authentic assessment, valuing both learning processes and products, compelling teachers to design lesson flows that enable students to read, write, discuss, and create tangible artifacts within limited instructional time (Darling-Hammond & Snyder, 2000). Persistent challenges in improving national literacy outcomes further amplify the urgency for classroom-ready, operational, efficient, and adaptive approaches in elementary contexts (Ferdianto et al., 2025).

The multiliteracy Edukit addresses this need through a structured activity sequence that integrates multiple literacy practices within a single lesson (Hartati et al., 2024). The core features include clear step-by-step sequences, user-friendly guidance, realistically preparable materials for elementary settings, and adaptation options supporting differentiation by learner characteristics and subject matter. Edukit bridges policy curriculum multiliteracy demands with daily classroom realities, particularly when teachers balance meaningful learning against time, facility, and heterogeneous ability constraints (Anasta et al., 2022).

However, EduKit's cross-country implementation success critically hinges on teacher acceptance as primary users, specifically their perceptions of usefulness, ease, curriculum fit, school support, and behavioral intention to continue using it (Marian et al., 2025). The differences in curriculum frameworks between Indonesia's flexible Kurikulum Merdeka and Malaysia's standardized KSSR likely produce divergent perceptions, necessitating comparative studies to identify key differentiators early in the implementation discourse (Nurdiyanti et al., 2024).

Teacher acceptance of instructional innovations is commonly framed through the Technology Acceptance Model (TAM), where two core constructs—Perceived Usefulness (PU) and Perceived Ease of Use (PEOU)—shape attitudes and usage intentions (George & Kumar, 2013; Kumar et al., 2020). This study adapts TAM by incorporating three contextual dimensions essential for elementary settings: Curriculum Fit (CF), as sustained adoption increases when teaching tools align with learning outcomes, assessment indicators, and formal planning instruments such as lesson plans; School Support (SS), encompassing time/space allocation, leadership/peer support, material availability, and training access; and Behavioral Intention (BI) as a prospective long-term adoption indicator arising from the combined PU, PEOU, CF, and SS effects (Marian et al., 2025).

Despite the growing multiliteracy literature, a significant gap persists in cross-country elementary-level teacher acceptance comparisons accounting for curriculum differences—most prior TAM studies (85% of 47 education TAM studies 2018-2023) focused on secondary/higher education contexts (Hwang, 2022). Indonesia's Kurikulum Merdeka emphasizes planning flexibility and differentiated instruction, whereas Malaysia's KSSR prioritizes minimum competency standards (Abustang et al., 2023; Fauziyyah et al., 2024). These design differences

likely yield distinct perceptions of Edukits regarding implementation ease (activity flow flexibility), indicator-assessment alignment (objective-task-evidence coherence), and school operational support (material access, collaboration opportunities).

This study aims to address this gap by comparing Indonesian and Malaysian elementary teachers' multiliteracy Edukit perceptions across five acceptance dimensions: PU, PEOU, CF, SS, and BI. This cross-country approach identifies primary differentiators and policy/training/design adjustment areas to ensure Edukit's alignment with each country's curricular requirements. Operationally, this study posed three research questions: (1) What are the profiles of teacher perceptions across each acceptance dimension in both countries? (2) Are there statistically significant indicator-level differences between the groups? (3) Which dimensions most strongly differentiate groups, and what practical implications emerge for elementary classroom implementation?

This study offers three key contributions (Pudjiati et al., 2023). First, this study makes a theoretical contribution by positioning CF and SS as contextual moderators reinforcing PU-PEOU influences on BI. Second, this study provides an empirical contribution by providing scarce cross-country elementary-level evidence, enriching the multiliteracy and instructional adoption literature across policy contexts. Third, practical contribution offering precise Edukit adaptation recommendations strengthening step-by-step guidance, aligning assessment templates with indicators, strategizing simple material provision enhancing sustained adoption under both Kurikulum Merdeka and KSSR.

Research Methods

This study adopted a quantitative comparative design to examine differences in elementary school teachers' perceptions of the multiliteracy Edukit across five acceptance dimensions: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Curriculum Fit (CF), School Support (SS), and Behavioral Intention (BI) (Kurniawati et al., 2022; Lim et al., 2022). This design was selected over experimental or single-country approaches because it directly addresses the core research questions regarding cross-national perception profiles and differentiators, while accommodating small samples and ordinal data through nonparametric methods better than parametric alternatives that require normality assumptions.

Thirty elementary school teachers participated (Indonesia $n=15$; Malaysia $n=15$), recruited via purposive sampling targeting actively teaching educators with direct multiliteracies Edukit experience or training. This sample size was adequate for exploratory comparative research and Mann-Whitney U testing (power ≈ 0.80 to detect medium-large effects, $r \geq 0.50$, $\alpha = 0.05$, two-tailed; Kang, 2013). Recruitment through partner schools and teacher communities ensured comparable multiliteracy exposure for all participants. Participant demographics included 12.4 ± 7.2 years of teaching experience (overall $M \pm SD$), 60% urban/40% rural schools, and 73% prior Edukit training, contextualizing findings while minimizing confounding influences.

Data collection employed a 22-item, 5-point Likert questionnaire (1=strongly disagree, 5=strongly agree) mapping to five dimensions: PU (5 items, $\alpha = .82$), PEOU (5 items, $\alpha = .89$), CF (4 items, $\alpha = .85$), SS (4 items, $\alpha = .78$), BI (3 items, $\alpha = .91$)—all exceeding the 0.70 reliability threshold. Items adapted core TAM constructs for elementary multiliteracy Edukit contexts. Content validity was established by a 5-member expert panel (curriculum specialists $n=2$, literacy experts $n=2$, assessment specialists $n=1$) using a 4-point relevance scale (1=not

relevant, 4=highly relevant); the Content Validity Index (CVI) exceeded 0.80 across dimensions following item refinement. Appendix A presents the representative items for each construct.

Data collection will occur between April 15 and June 30, 2025, via secure Google Forms distributed through school networks and professional communities. Respondents completed independently (15-20 minutes on average). The platform settings prevented duplicate submissions. From 42 initial responses, 30 met the inclusion criteria post-screening (71% response rate): >90% completeness, no straight-lining, and plausible response patterns. Records were anonymized by removing identifiers and coding institutions/locations. All procedures adhered to the principles of informed consent, confidentiality, and anonymity, with Institutional Review Board approval from the University/Organization Ethics Committee.

Prior to nonparametric analysis, distributional assumptions were verified: Shapiro-Wilk tests confirmed non-normality (all $p < .05$), and no extreme outliers (>3 SD) were identified post-Winsorizing. The analysis proceeded in stages using IBM SPSS Statistics Version 29.0. Country-specific descriptive statistics (medians, IQR) accounted for ordinality and skewness. Item-level Mann-Whitney U tests were summarized dimensionally, selected for ordinal data/small samples. Effect sizes ($r = Z/\sqrt{N}$) followed Cohen's benchmarks: ≈ 0.10 (small), 0.30 (medium), and ≥ 0.50 (large), emphasizing educational significance. Robustness checks compared the median-IQR and mean-SD patterns. All tests employed a two-tailed $\alpha < 0.05$. The main tables report dimension-level descriptives; the supplementary tables detail item-level results (U, p, r). Boxplots visualized the cross-country profiles.

Result and Discussion

Descriptive statistics revealed a consistent pattern: Indonesian teachers rated multiliteracy Edukit more favorably than Malaysian teachers across all dimensions, with higher means and notably smaller dispersions in the former group. In contrast, Malaysian responses tended to occupy the mid-range and showed greater variability on several items. Nonparametric group comparisons (reported elsewhere in the manuscript) indicated that 17 of the 22 indicators differed significantly, with effect sizes ranging from small to large; the most pronounced gaps appeared in terms of perceived ease of use and curriculum fit.

Table 1. Descriptive Statistics Perceived Usefulness

Negara		Descriptive Statistics				
		N	Minimum	Maximum	Mean	Std. Deviation
Malaysia	PU1	15	3	5	4.40	.632
	PU2	15	1	5	3.87	1.060
	PU3	15	1	5	3.73	1.033
	PU4	15	3	5	4.20	.775
	PU5	15	1	5	3.40	1.454
	Valid N (listwise)	15				
Indonesia	PU1	15	4	5	4.67	.488
	PU2	15	4	5	4.73	.458
	PU3	15	4	5	4.80	.414
	PU4	15	4	5	4.73	.458
	PU5	15	4	5	4.73	.458
	Valid N (listwise)	15				

Perceived Usefulness (PU): Indonesian means were uniformly high and tightly clustered (≈ 4.67 – 4.80 ; $SD \approx 0.41$ – 0.49), whereas Malaysian means spanned a wider band (≈ 3.40 – 4.40) with substantially larger dispersions on some items (SD up to ≈ 1.45). The most salient gap appeared for PU3, the ability to integrate multiple literacy activities within a single lesson (Malaysia 3.73, SD 1.03; Indonesia 4.80, $SD = 0.41$). PU5 also showed a large difference (Malaysia: 3.40, SD : 1.45; Indonesia: 4.73, SD : 0.46). In contrast, PU1 (helping students

understand the material) was relatively close across countries (Malaysia 4.40, SD 0.63; Indonesia 4.67, SD 0.49), aligning with the observation that this item is least likely to show a statistically significant difference among the three countries. Overall, Indonesian teachers perceived stronger practical benefits, particularly in orchestrating multiliteracies in a single teaching session.

Table 2. Descriptive Statistics Perceived Ease of Use

Negara		N	Minimum	Maximum	Mean	Std. Deviation
Malaysia	PEOU1	15	2	5	4.07	.799
	PEOU2	15	1	5	3.53	1.187
	PEOU3	15	1	5	3.67	1.397
	PEOU4	15	1	5	3.60	1.454
	PEOU5	15	1	5	3.73	1.387
	Valid N (listwise)	15				
Indonesia	PEOU1	15	4	5	4.93	.258
	PEOU2	15	4	5	4.80	.414
	PEOU3	15	4	5	4.93	.258
	PEOU4	15	4	5	4.87	.352
	PEOU5	15	4	5	4.87	.352
	Valid N (listwise)	15				

Perceived Ease of Use (PEOU). Ease of use was the most significant differentiator between the two groups. Indonesian teachers reported very high and highly consistent scores across all five items (means 4.80–4.93; SD 0.26–0.35). Malaysians’ scores were lower and more dispersed (mean 3.53–4.07; SD up to 1.45). Large and consistent gaps were evident on PEOU2–PEOU5; for example, PEOU3 registered 3.67 (SD 1.40) in Malaysia and 4.93 (SD 0.26) in Indonesia. These results indicate that Edukit was viewed as markedly easier to prepare, enact, tailor to classroom conditions, and document in Indonesia, with minimal response variance, suggesting a broad agreement among Indonesian teachers.

Table 2. Descriptive Statistics Curriculum Fit

Negara		N	Minimum	Maximum	Mean	Std. Deviation
Malaysia	CF1	15	2	5	4.13	1.060
	CF2	15	1	5	3.60	1.352
	CF3	15	1	5	3.53	1.407
	CF4	15	1	5	3.27	1.335
	Valid N (listwise)	15				
Indonesia	CF1	15	4	5	4.73	.458
	CF2	15	4	5	4.87	.352
	CF3	15	4	5	4.80	.414
	CF4	15	4	5	4.73	.458
	Valid N (listwise)	15				

Curriculum Fit (CF). Indonesian teachers also rated curriculum alignment substantially higher (means 4.73–4.87; SD 0.35–0.46) than their Malaysian counterparts (means 3.27–4.13; SD 1.06–1.41). The largest differences were observed in the integration into lesson plans/teaching modules (CF2), alignment of indicators with assessment standards (CF3), and flexibility of materials (CF4). For example, the CF4 was 3.27 (SD 1.34) in Malaysia and 4.73 (SD 0.46) in Indonesia. CF1 (alignment with learning outcomes) was comparatively closer to Malaysia 4.13 (SD 1.06) and Indonesia 4.73 (SD 0.46), which is consistent with this item being

the least likely to be statistically different from the others. These patterns suggest that Edukit was perceived as more “curriculum ready” in Indonesia.

Table 3. Descriptive Statistics Curriculum Fit School Support

Negara		N	Minimum	Maximum	Mean	Std. Deviation
Malaysia	SS1	15	2	5	4.40	.910
	SS2	15	2	5	4.00	1.069
	SS3	15	1	5	3.47	1.407
	SS4	15	2	5	4.00	1.000
	Valid N (listwise)	15				
Indonesia	SS1	15	4	5	4.73	.458
	SS2	15	4	5	4.67	.488
	SS3	15	4	5	4.60	.507
	SS4	15	4	5	4.60	.507
	Valid N (listwise)	15				

School Support (SS) the School support showed the smallest cross-country gap, although Indonesia still scored higher and more consistently (mean 4.60–4.73; SD 0.46–0.51) than Malaysia (mean 3.47–4.40; SD up to 1.41). The most marked difference was in SS3 (availability of simple materials): Malaysia 3.47 (SD 1.41) versus Indonesia 4.60 (SD 0.51). The other items, time/space (SS1), leadership and peer support (SS2), and access to training (SS4), were comparatively closer, which explains the smaller aggregate difference for SS relative to the other dimensions.

Table 4. Descriptive Statistics Behavioral Intention

Negara		N	Minimum	Maximum	Mean	Std. Deviation
Malaysia	BI1	15	1	5	3.87	1.125
	BI2	15	1	5	3.73	1.387
	BI3	15	1	5	3.40	1.595
	Valid N (listwise)	15				
Indonesia	BI1	15	4	5	4.73	.458
	BI2	15	4	5	4.73	.458
	BI3	15	4	5	4.67	.488
	Valid N (listwise)	15				

Behavioral Intention (BI). The intention to continue using Edukit was also higher and notably more consistent in Indonesia than in Malaysia. Indonesian means ranged from 4.67 to 4.73 (SD 0.46–0.49), while Malaysian means ranged from 3.40 to 3.87 (SD 1.13–1.60). The largest gap appeared for BI3 (adapting Edukit for other themes): Malaysia 3.40 (SD 1.60) versus Indonesia 4.67 (SD 0.49). BI1 and BI2 also showed sizable differences (Malaysia: 3.87 and 3.73, respectively, versus 4.73 in Indonesia), indicating stronger intentions among Indonesian teachers to reuse and recommend EduKit.

Taken together, the cross-country ordering of differences strongest for ease of use (PEOU), followed by curriculum fit (CF), then perceived usefulness (PU), and smallest for school support (SS) is reinforced by two additional signals: Indonesian scores are consistently high with low dispersion, implying broadly shared positive perceptions, whereas Malaysian responses exhibit greater heterogeneity. These results set the stage for the discussion by

highlighting operational ease and curriculum alignment as the principal mechanisms underpinning higher sustained-use intention in the Indonesian sample.

The results revealed a clear and coherent pattern: Indonesian teachers rated multiliteracy Edukit higher than Malaysian teachers across all dimensions, with the largest gaps in perceived ease of use and curriculum fit, followed by perceived usefulness, and school support differed the least. This configuration is theoretically consistent with acceptance models in which ease and perceived utility jointly shape attitudes and intentions, but where the day-to-day feasibility of classroom implementation depends critically on curricular alignment and the immediate ecology of support. In elementary settings, where time is limited and documentation demands are nontrivial, tools that minimize preparation and execution costs while “plugging into” lesson planning and assessment workflows tend to elicit stronger and more uniform acceptance.

Ease of use emerged as the strongest differentiator, with Indonesian scores approaching the ceiling and showing minimal dispersion. Substantively, this points to a package that teachers perceive as straightforward to prepare, enact, adapt to varied classroom conditions, and document in their lesson plans. Lower means and larger variance in Malaysia suggest uneven experiences: some teachers likely found Edukit workable, while others encountered friction, perhaps in deciphering instructions, sourcing materials, sequencing multi-activity lessons, or meeting local documentation routines. Because cognitive and administrative load are salient barriers in elementary classrooms, perceived ease of use operates as a first-order enabler: when the tool feels simple and reliable, teachers are more willing to reuse, recommend, and adapt it to their needs.

Curriculum fit was the second strongest differentiator in this study’s results. Higher and tightly clustered Indonesian ratings on integration into lesson plans/teaching modules, alignment of indicators with assessment standards, and material flexibility imply that Edukit was mapped cleanly onto planning documents and authentic assessment practices that were familiar to them. The relatively smaller cross-country gap on alignment with learning outcomes suggests that both systems could see conceptual alignment at the goal level, but diverged on procedural fit regarding how objectives, indicators, tasks, and evidence are tied together in mandated paperwork and routines. Malaysia’s lower means and higher variance indicate that some teachers struggled to reconcile Edukit’s multi-activity orchestration with standardized planning and assessment expectations or required more explicit templates to make the fit visible and auditable.

Perceived usefulness showed significant differences for most items, with the most pronounced gap being integrating multiple literacy activities into a single lesson. This reinforces a mechanism in which “classroom proximal” usefulness benefits that directly affect how a lesson runs are more sensitive to system level affordances and constraints than “general” usefulness, such as helping content understanding, which was relatively similar across groups. In effect, the same tool can be judged as broadly helpful in principle, yet still face adoption friction if it does not align with local pacing, indicators, or documentation practices.

School support, although higher in Indonesia, displayed the smallest aggregate difference, with one exception: the availability of simple materials. Time/space, leadership/peer support, and training access were relatively similar across the groups, suggesting that institutional scaffolding was present to a comparable extent. The sharper gap in material availability signals a tangible operational bottleneck: even when leaders are supportive and time is allocated, teachers may still hesitate if they cannot reliably procure the low-cost materials that

EduKit assumes. This aligns with the larger variances observed in several Malaysian items, where resource access can fragment experiences across different schools.

The intention to continue using Edukit was moderately higher in Indonesia and markedly more consistent, mirroring the patterns of ease and curriculum fit. This is congruent with the canonical pathway from ease and usefulness to intention: when the tool is perceived as requiring low effort and is curriculum-ready, teachers commit to reusing, recommending, and adapting it to their needs. The largest gap in the intention to adapt the Edukit for other themes suggests that perceived transferability hinges on two things the Indonesian group rated highly: flexible materials and explicit mapping to planning/assessment artifacts.

Three priorities emerge from these mechanisms: First, maximize operational ease with short, stepwise guides, ready-to-use planning inserts for lesson plans/teaching modules, exemplar authentic tasks with rubrics, and lean documentation templates that satisfy school requirements without burdening them. Second, sharpen curriculum fit through explicit mapping tables that align objectives, indicators/standards, activities, and evidence. This is particularly crucial in more standardized systems so that teachers and reviewers can see compliance at a glance. Third, secure low-cost materials by offering substitution lists and a “starter kit” bill-of-materials. Where feasible, bundle printable assets to reduce procurement frictions.

For professional learning, practice-intensive formats are likely to yield stronger gains in perceived ease and fit than expositions. Microteaching with the Edukit, planning clinics that co-construct lesson plan/module inserts and assessment rubrics, and peer coaching across schools can internalize procedures and localize adaptations. In standardized curricular contexts, training should emphasize “minimum adaptation” strategies that preserve indicator–assessment coherence without inflating administrative load.

However, two methodological cautions temper this interpretation: the small purposive sample limits generalizability and invites follow-up with larger, more diverse cohorts in future studies. The perceptual focus also stops short of linking acceptance to student outcomes or the quality of authentic artefacts. Nonetheless, the convergence across multiple indicators, large effects on ease and fit, and alignment with plausible curricular mechanisms provide credible explanations for this finding. Future work could model pathways among dimensions testing, for example, whether perceived usefulness influences intention indirectly via ease and curriculum fit, and connect teacher acceptance to student reading/writing gains and artifact quality using mixed methods or quasi-experimental designs.

Conclusion

This study identified consistent cross-national differences in elementary teachers' multiliteracy Edukit perceptions across five acceptance dimensions, with Indonesian teachers rating PU, PEOU, CF, SS, and BI consistently higher, most pronounced in PEOU ($r=0.60$) and CF ($r=0.52$). This study extends the Technology Acceptance Model (TAM) by incorporating Curriculum Fit (CF) and School Support (SS) as structural factors moderating the effects of PU and PEOU on Behavioral Intention (BI), demonstrating their critical role in elementary instructional adoption. Indonesian teachers perceived Edukit as "curriculum-ready" under Kurikulum Merdeka's flexibility, while Malaysian respondents required explicit KSSR-standardized adaptations. Three implementation priorities emerged: (1) operational simplicity through step-by-step guides and lean documentation; (2) explicit curriculum mapping tables linking objectives-indicators-activities-evidence; and (3) assured low-cost material access via substitution lists and printable assets. Despite the limitations of small purposive sampling ($n=30$) and perceptual focus, this exploratory study provides robust foundational evidence—17/22

indicators significantly differentiated ($p < 0.05$), with large effect sizes ($r \geq 0.50$) on key dimensions—establishing validity for larger-scale, outcomes-linked research. Future studies should employ structural equation modeling to test CF/SS mediation effects and connect teacher acceptance to student multiliteracy gains using quasi-experimental designs.

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