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Pedagogical Competency Analysis in the Application of the E-A-S-I (Exposure - Analogy - Social Action - Impact Writing) Learning Model Based on Basic Literacy

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ABSTRACT

This study aims to evaluate and analyze teachers' pedagogical competence in implementing the E-A-S-I (Exposure, Analogy, Social Action, Impact Writing) learning model based on basic literacy at SDN Cipanengah, Sukabumi City. A qualitative approach with a case study design was used, involving five teachers from grades III to VI as participants. Data collection techniques included in-depth interviews, non-participant classroom observations, and document analysis of lesson plans and student artifacts. The findings indicate that although teachers successfully conceptualized and designed structured lesson plans that align with the student-centered approach, they faced substantial tactical obstacles during actual classroom practice. The main obstacles were identified at the Analogy and Impact Writing stages due to the deeply rooted teacher-centered paradigm and students' low critical reading and writing skills. Furthermore, spatial constraints and excessively large class sizes limited physical mobility during the Social Action stage. This study recommends a shift in teacher professional development from technical-procedural workshops to ongoing reflective mentoring and internal professional learning communities (Learning Studies) to foster strong teacher agency.

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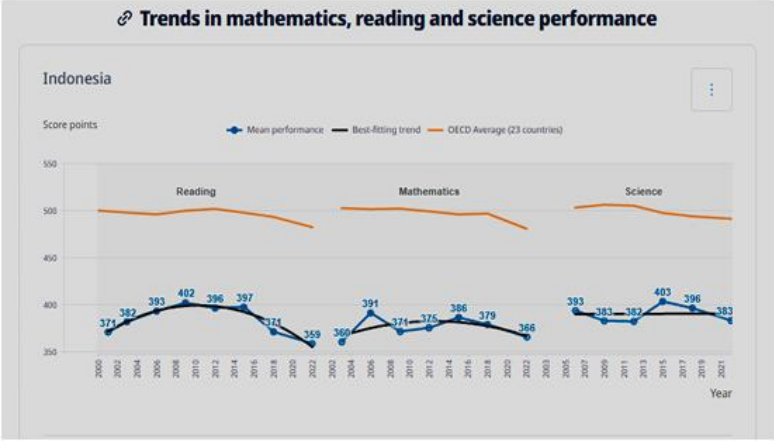
1. INTRODUCTION

The state of Indonesia has a very large number of educators. In the Even Semester of the 2023/2024 school year, the number of teachers nationally was recorded at 3,340,766 people, where West Java Province occupies the top position with the highest number of teachers, namely 467,939 people. However, this massive quantity has not been balanced by an even quality of competence. Official data from the Ministry of Education and Culture shows that the average score of the national Teacher Competency Test (UKG) is still at 54.05, or below the minimum graduation standard set at 55. The gap in quality between regions is also very striking, with DI Yogyakarta province recording the highest average score of 69.12, while Papua Province recorded the lowest score of 33.88 [1].

This competency issue is even more crucial when faced with the reality of the condition of the distribution of teachers and the ratio of students in the classroom. In West Java Province, an average of one teacher with ASN status or certified must manage 78 students at the elementary school (SD) level. In underdeveloped areas such as Mountainous Papua, the burden even reaches 1 teacher compared to 124 students. In addition, the results of the Competency Assessment of Teachers and Education Personnel (AKGTK) show that the average score of pedagogical competence of madrasah/school teachers is in the middle category with a score of 47 out of a scale of 100 [2].

The low quality of teacher pedagogical competence has a direct impact on student learning outcomes. Data from the Programme for International Student Assessment (PISA) in 2022 shows that the literacy skills of Indonesian students are still at the bottom of 81 participating countries. The majority of Indonesian student achievement scores have stagnated in the 300s, far adrift from the average of OECD countries which are in the 400s [2], [3]. Moreover, in the category of top performers (with high critical skills), the percentage of Indonesian students is at 0%, while most students are included in the category of low performing students (below level 2).



Sumber: PISA result 2022

Figure 1. Value of Indonesian Students in the field of Basic Literacy
Source: PISA Results 2022

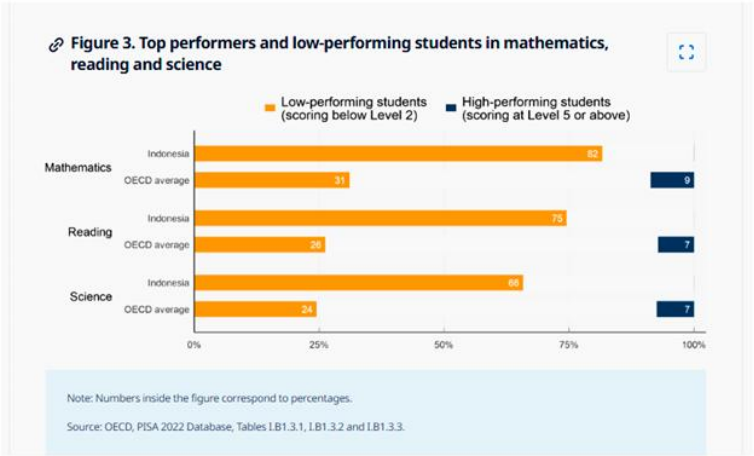


Figure 2. Top Performers and Low Performing
Source: OECD, PISA 2022 Database, Tables I.B1.3.1, I.B1.3.2, and I.B1.3.3

Responding to the problem of the gap between the idealism of the national curriculum and the real competence of teachers in the field, an innovative learning model is needed that is able to transform the teacher-centered pattern to student-centered while strengthening basic literacy [4]. One of the models developed is the E-A-S-I (Exposure, Analogy, Social Action, Impact Writing) learning model [5]. This model adopts the principles of the Experiential Learning Cycle of David Kolb and Vygotsky's theory of social constructivism [6]. Through this model, students are not only directed to understand the material cognitively, but are encouraged to express understanding through analogies, carry out social moral actions, and internalize it in the form of impact writing [7].

Although a number of studies, seminars and workshops have been conducted related to the application of the E-A-S-I learning model with positive results for the development of students' writing literacy and character strengthening, no research has been specifically conducted to analyze the pedagogical competencies that are stimulated at the time of the application of this model, and what pedagogical competencies are needed in its application, as well as what challenges are faced by teachers [8], [9], [10], [11]. Moreover, especially the application of this model at SDN Cipanengah Sukabumi City. The location of this elementary school is in the suburbs with students and teachers from the middle class. Literacy activities at SDN Cipanengah have taken place, as evidenced by the birth of students who became speaking champions at the West Java Provincial Level.

The presence of new learning models often causes reality shocks for practitioners in the classroom. Teachers are required to have solid Pedagogical Content Knowledge (PCK) in order to be able to execute model syntax appropriately. Therefore, this study focuses on Teacher Pedagogy Competency Analysis in Implementing the Basic Literacy-Based E-A-S-I Learning Model and identifying technical and conceptual obstacles faced by teachers in the field.

2. LITERATURE REVIEW

2.1 Competence in Education

Experts have formulated a number of definitions related to Pedagogy competencies. Among the meanings are as follows: *It refers to the ability of teachers to create effective learn-ing environments, design learning activities that cater to different learning styles and levels, and employ appropriate teaching strategies to engage learners in meaningful and productive learning experiences* [12].

Based on Permendiknas Number 16 of 2007, there are 2 types of components in this pedagogy competence, namely the Core component and the development component which includes early childhood / kindergarten / RA teachers, classroom teachers for the elementary / MI level and subject teachers for the elementary / MI and junior high and junior high and junior high / vocational / MA levels.

2.2 E-A-S-I Learning Model

The E-A-S-I (Exposure, Analogy, Social Action, and Impact Writing) learning model falls under the category of integrated learning models that integrate various approaches to develop students' critical and creative thinking skills. This model is designed for the occurrence of a learning process that is based on students as learning actors. This model provides a comprehensive learning experience through the stages of exploring material (Exposure), the use of analogies to facilitate the understanding of concepts (Analogy), social activities that involve interaction and collaboration (Social Action), and reflection and expression through impactful writing (Impact Writing). This approach combines cognitive, affective, and psychomotor aspects in an integrated manner to support holistic and contextual learning.

The E-A-S-I Learning Model is basically an application of the Experiental Learning Cycle learning model initiated by Kolb [13]. Other learning models such as direct learning (lectures) or problem-

based, the E-A-S-I model emphasizes more on developing high-level thinking skills and reflective abilities of students through the process of impactful writing (Impact Writing). The model also incorporates real-life social experiences, so students learn not only individually but also collaboratively and contextually. E-A-S-I can increase students' learning motivation, active engagement, and communication and collaboration skills simultaneously. This makes the E-A-S-I model superior in building 21st century skills that include critical thinking, creativity, communication, and collaboration, which are less explicitly focused on by some conventional learning models [6].

2.3 Basic Literacy

Basic literacy refers to skills in listening, speaking, reading, writing, and arithmetic. The goal is to increase the capacity of individuals to understand texts, communicate, and perform calculations effectively [14].

Reading and writing as the foundation and capital is the most important is referred to as basic literacy, based on the initial meaning of literacy expressed by experts. The government through the Ministry of Education and Culture in regulation No. 23 of 2015 (GLS) launched the School Literacy Movement (GLS) on the Growth of Ethics as a step towards a literacy culture in schools. The National Literacy Movement consists of three stages, namely habituation, development and learning. The habituation stage consists of 11 indicators, with the 15-minute reading aloud activity being the first indicator and the active involvement of the principal and teachers as the literacy driver as the last indicator. In the development stage, there are 13 indicators with a 15-minute reading activity as the first indicator and the existence of a school literacy team as the last indicator. At the learning stage, reading activities have become a culture and need to be the first indicator, and schools have a network to support the literacy professionalism of students and teachers as the final indicator [15].

3. METHODS

This study uses a qualitative approach with a case study design type [16]. This design was chosen to investigate contemporary phenomena in real-life contexts in depth and holistically, in particular regarding how teachers' pedagogical competencies when implementing the E-A-S-I model in the classroom [17]. The research was carried out at SDN Cipanengah, Sukabumi City, West Java. The selection of this location is based on strategic considerations (purposive sampling) this school has limited infrastructure but has a strong commitment to the School Literacy Movement (GLS), and is led by the principal who is a national literacy activist.

The research subjects consisted of 4 classroom teachers (Grades III, IV, V, and VI) who were given participant authentication codes: AS, HD, AL, and AG. The subject selection criteria include openness to pedagogical innovation and experience in adopting active learning strategies. Data were collected over a two-month period (October–November 2025) through an in-depth interview data source triangulation technique: using a semi-structured interview guideline of 60–90 minutes per session to explore teachers' philosophical understanding of the E-A-S-I model [18]. Classroom participatory observation is carried out for 2–4 hours of lessons to observe the real execution of teachers in each phase of the E-A-S-I model syntax. Document analysis is to examine teaching modules, student worksheets (LKPD), and student final writing products (Impact Writing). All data instruments have gone through expert judgment tests by two pedagogical experts from Nusa Putra University and Indonesian Education University. Qualitative data analysis was carried out iteratively with grounded theory techniques through three coding stages: open coding (concept identification), axial coding (looking for

relationships between concepts), and selective coding (determining the core theme) [19], [20].

4. RESULTS AND DISCUSSION

The participants in this study were 5 teachers of SDN Cipanengah, Sukabumi City. Participants consisted of 4 classroom teachers with additional duties as homeroom teachers of grades 3, 4, 5 and 6. Other participants were PAIBP subject teachers. The following are the coding of the five participants who were voluntarily involved in this study;

Table 1. *Coding Partisipan*

Yes	List of Participants	Position	Initials
1	Participant 1	Grade 6 Teacher	US
2	Participant 2	Grade 5 Teacher	AG
3	Participant 3	Grade 4 Teacher	TO
4	Participant 4	Grade 3 Teacher	AP
5	Participant 5	PAIBP Mapel Teacher	HD

HD, AL and AP participants during the learning process were seen often looking at the teaching module sheets, while AS and AG were not seen looking at the teaching modules. The cause of this condition was found during the interview. The AP bluntly states that,

"… When filling out the module, it is difficult, but this is ma'am, I don't understand it yet..",

The Navy and US participants admitted that they were confused at first, afraid that the theory would not match. They then said they searched the internet and spent a long time compiling the teaching module with the EASI model. AL's reason..."maybe it's because it's new, ma'am, so I don't understand it, looking for the internet and chatGPT AI from Gemini as well, it doesn't seem to exist yet."

Based on the results of observation of learning activities in the classroom and the design in the teaching module, at the exposure stage (Show moral values) the method used to the 5 participants was a lecture. One-way interaction that makes the teacher the center of learning at the beginning of learning. The other method is still one-way interaction, where the teacher gives questions and the students are selected to answer based on the results of listening to the video views.

The method used at the analogy stage is mostly lectures, teachers as learning sources and learning centers. AS, at first, asked the students to discuss the analogy of rights and obligations using the 4 types of objects that he had shown. However, until the end, the students had difficulty finding a bridge of understanding that linked rights and obligations to these objects (padlocks, bicycles, and scales). Until finally in the reflection section the US explained in a lecture about the link.

In the *social action stage*, participants creatively use several methods and strategies at this stage. The discussion method with the strategy works in groups. At the social action stage, the majority of participants also used the technique of assessing results with performances. HD asked for the results of coloring his calligraphy by pasting it on the blackboard. AG and AL asked the group envoys to read the results of their work in front of the class in turn. The U.S. asked the group's envoys to practice the text of the play that had been prepared.

At the *Impact Writing* stage, the majority of participants experienced misconceptions. Only the US and HD prepare the LKPD write. The method AP uses at this stage is to re-copy the writing he has provided. The results of the writing were then decorated with dyeing tools and the results were collected for judging by the participants. Meanwhile, AG and AL only conduct a verbal reflection process, where they conclude the moral value of learning and explain warnings and advice for future improvements.

Based on the results of observation and analysis of the Teaching Module documents, in general, all participants (AS, HD, AL, AG) showed excellent ability in the aspect of learning administration planning. They are able to compile Learning Objective Flows (ATP) and organize knowledge flows that are consistent according to the Learning Outcomes (CP) targets. However, when the observation instrument was lowered to measure the achievement of the 4 pillars of the E-A-S-I model syntax in the field, a striking variation in achievement scores was found between teachers.

Table 2. Distribution of Pedagogical Competency Indicator Achievement Scores in E-A-S-I Syntax

Guru Code	Fase 1: Exposure	Step 2: Analogy	Phase 3: Social Action	Fase 4: Impact Writing	Real Achievement Category
US	Very High	Height	Very High	Height	Optimal Implementation (Student-Centered)
HD	Low (Talk)	Low (Misconception)	Height	Low (Timeout)	Technical-Procedural (Teacher-Centered)
TO	Height	Height	Low (Spatial)	Low (Timeout)	Partial-Adaptive
AG	Height	Height	Height	Low (Misconception)	Minimal-Procedural

Analysis of the implementation of the E-A-S-I stage at the exposure stage that the teacher is expected to present examples of behavior or meaningful texts as an initial stimulus. The U.S. and Navy participants successfully used contextual video media that provoked students' attention. However, HD participants experienced acute misconceptions at this stage by applying the full lecture method. As a result, the principle of constructivism collapsed at the beginning of the session, characterized by the majority of students appearing passive, sleepy, and playing alone at the back desk.

The results of the researcher's observation that at the analogy stage HD is stuck explaining the literal meaning without an adequate metaphorical bridge. In contrast, AS successfully analogized the difference between punctuation and non-punctuation sentences through simulated voice intonation, so that students understood the urgency of punctuation in real life. At the social action stage, it can be seen that Students enjoy the process of group work, collaboration, and activities *role-playing* (role-playing) using short play scripts that they adapted from school life. Multi-directional walking group dynamics. However, gender bias was observed in grade IV (PAIBP subject), where female students dominated the completion of group assignments, while male students tended to ignore and were engrossed in playing alone.

The final stage showed that Three participants (HD, AG, AL) ran out of time at the end of the session because the duration at the social action stage missed the initial estimate. Only the US participants successfully completed this stage to produce an authentic written product in the form of a complete text of a single scene. The AG participant experienced a functional misconception that he deliberately did not prepare the LKPD to write under the subjective pretext that the long and difficult writing task would only burden the child's psychology and hinder subsequent learning. This obstacle was strengthened by the results of the interview where the teacher admitted that he was confused about constructing the LKPD Impact Writing structure that provoked children's critical reasoning. Teachers have difficulty formulating reflective questions after learning, so when asked *"what do you want to learn more about?"*, students just silently confused.

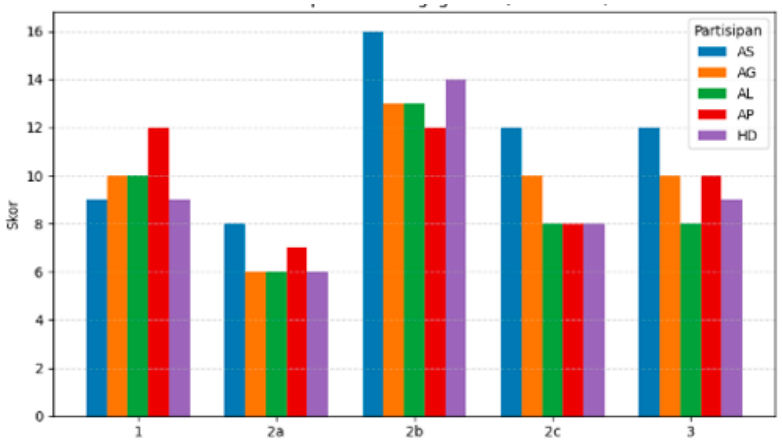


Figure 3. Teacher Pedagogy Competency Graph (Easi Model)

Based on the pedagogical competency graph in indicator 1, namely the Learning Environment, it can be seen that all participants show a relatively good level of mastery of aspects of the learning environment and understanding of the EASI Model. The scores obtained were in the medium to high range, which indicates that teachers have an adequate basic understanding of student characteristics and the learning principles underlying the application of the EASI Model in the context of basic literacy-based learning.

The graph in indicator 2a, namely the Application of Learning in terms of the use of learning resources and learning media based on basic literacy, shows that teachers' ability to choose learning resources and learning media based on basic literacy is still at a relatively moderate level. This situation indicates that the aspect of selecting learning sources and media is still a challenge in the optimal implementation of the EASI Model.

The difference in scores between participants on this indicator shows that US participants show higher achievement than other participants, while AG, AL, and HD are at the same and lower scores. This finding indicates that not all teachers have equal skills in selecting and utilizing literacy learning resources that are contextual, varied, and in accordance with the characteristics of students, so it is necessary to strengthen competencies through mentoring and continuous professional development.

In indicator 2b, namely the highligh point of this study, the implementation of learning steps in the E-A-S-I learning model. The graph shows that all participants scored relatively high compared to other indicators. This indicates that teachers have been able to apply the EASI Model learning steps systematically in the learning process, starting from the exposure stage, analogy to social action and reflection in the form of impact writing.

There was a variation in scores between participants, with US participants scoring the highest, followed by HD, AG, and AL, while AP showed slightly lower scores. These differences show that even though teachers have understood the syntax of the EASI Model, the level of consistency and depth of its application in learning practice still varies, which is likely influenced by the teaching habits and the level of mastery of the reflective pedagogy of each teacher.

Based on the graph on indicator 2c which is the use of methods and strategies in the application of learning models. The ability of participants to use learning strategies and methods that support the EASI Model is in the medium category. The scores obtained show that teachers have used a variety of learning strategies and methods, but are not fully optimal in integrating approaches oriented towards strengthening basic literacy as a whole. The strategies and methods used are still teacher-centered. U.S. participants have transitioned to a student-centered approach to learning.

In detail, the US and AG participants scored higher than AL, AP, and HD. This shows that some teachers have been able to adapt learning strategies and methods to the characteristics of the material and students, while others still tend to use conventional approaches. These findings indicate the need to improve teacher competence in designing innovative learning strategies that are in line with the principles of the EASI Model.

The graph in indicator 3 which is the final part of pedagogical competence is assessment and feedback. The graph shows that teachers' ability to carry out assessments and provide feedback is at a moderate to good level. The scores obtained reflect that teacher have carried out learning assessments, but the implementation still focuses on the aspect of assessing learning outcomes rather than using assessments as a tool for reflection and improvement of the learning process. The difference in scores showed that the US participants obtained the highest score, while the AL and HD were at the lower scores. This indicates that not all teachers consistently provide constructive and ongoing feedback to students. Thus, it is necessary to strengthen teachers' understanding of formative assessments and providing feedback as an integral part of EASI-based learning.

Of course, in the implementation of adopting the E-A-S-I model, there are often obstacles such as AL, AP, and AS participants complaining about the narrow physical movement space in the classroom due to the number of students that exceed the standard capacity (reaching 46 students in one room). As expressed by the AG *"The obstacle, in my opinion, is because there are many, so many students, so when others pay attention, others disturb their friends."* The interview statement is in accordance with findings in the field. The participants experienced classroom management problems, especially seat allocation when grouping students to discuss at the analogy and social action stages. Likewise, regarding the number of students who exceed the capacity of the room, HD prefers a classical classroom setting from the beginning to before the end. Other participants, the AL, AP and AS, had difficulty mobilizing group assistance due to the narrow seats.

Another obstacle is that this limited space hinders the mobilization of teachers in providing group assistance fairly, as well as limits the space for students to move when carrying out Social Action activities. In addition, there is a wide gap between teachers' administrative commitment in designing assessments in three domains (cognitive, affective, psychomotor) and real feedback practices in the classroom that tend to be non-formative. Teachers have difficulty finding concrete examples of literacy-based E-A-S-I Teaching Modules that have been tested. As a result, some teachers have used AI help (such as ChatGPT and Gemini) but have not found the E- syntax format.
A-S-I that is really operational for the elementary school level.

Solutions that can be implemented in overcoming these obstacles are such as epistemological obstacles that are quite strong. The U.S. teacher emphasized that this stage requires a "philosophical understanding" that must be carefully prepared, suggesting that teachers also feel the challenge of facilitating the abstract thinking process. Multi-Modal scaffolding can be an alternative to overcoming the problem, namely replacing abstract verbal analogies with the help of visual or digital media such as video and augmented reality. This solution has been successfully implemented by the US and Navy. Toy and image media can help visualize the relationship of concepts, so that the process of cognitive transfer becomes easier to understand and can reduce the cognitive load of students.

In addition, providing alternative forms of reflection such as audio or video recordings, for some students whose audio-visual learning style can be an alternative so that students are not stuck in a rigid writing format. In addition, *guided journaling* can be used to guide students to make more specific, in-depth, and morally socially relevant reflections, as the U.S. has done in its LKPD.

Overcoming the problem of limited space can be pursued through implementing community-based Micro Action. Instead of undertaking a big moral project in a school that requires high logistics, students are directed to take small actions in the home environment or nearby community. The action replicates the action as done by the US through its Role-Playing strategy with a one-scene drama performance. This approach is not only more realistic, but it also allows students to internalize moral values in a more personal, contextual and fun way.

5. CONCLUSION

The implementation of the Basic Literacy-based E-A-S-I learning model at SDN Cipanengah Sukabumi City shows that teachers have good administrative competence in preparing learning designs, but the practical execution of the model is still uneven. The main finding indicates that the Exposure stage can generally be implemented, while the Analogy and Impact Writing stages are the most difficult because teachers still struggle to build metaphorical bridges, design reflective writing scaffolds, and guide students' critical literacy. The Social Action stage was also constrained by overcrowded classrooms and limited physical space, which reduced the effectiveness of group activities. Practically, teacher development should move beyond short technical workshops toward continuous reflective mentoring, peer learning, and school-based Lesson Studies that strengthen Pedagogical Content Knowledge, analogy construction, formative feedback, and reflective writing design. Future implementation should provide concrete E-A-S-I teaching module examples, use multimodal scaffolding, and adapt Social Action tasks to small-scale classroom or community-based activities so that the model can be applied more consistently in basic literacy learning.

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