

MULTILITERACY LEARNING MODEL THROUGH SYNERGY BETWEEN THE NEEDS OF THE WORKPLACE AND LEARNING LANGUAGE SKILLS COURSES

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Article History:

Submitted: 18 October 2021; **Revised:** 15 September 2023 **Accepted:** 16 September 2023

DOI: 10.26858/retorika.v16i2.24177



RETORIKA: Jurnal Bahasa, Sastra dan Pengajarannya under
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ISSN: 2614-2716 (print), ISSN: 2301-4768 (online)

<http://ojs.unm.ac.id/retorika>

Abstract: The research objective of this research is to develop a multiliteracy learning model for the course of *Keterampilan Berbahasa*. The research procedure applied the development model by Borg and Gall, which consisted of the following stages: needs analysis, product design, product development, validity test, product revision, small field test, and evaluation. The research subjects were divided into three categories: need analysis participants, expert participants, and user participants. Data were collected through observation, questionnaires, and interviews. The data analysis employed qualitative analysis and descriptive statistics methods. Based on the need analysis of the students and lecturers, can be implied that the multiliteracy learning model needs to be developed to be implemented on the course of *Keterampilan Berbahasa* by building a synergy between the needs of the workplace and the learning system. The learning model development product consists of 3 parts, namely introduction, content, and closing. Based on the results of the validation test by the content expert has very decent qualification with a percentage value of 84%. The result of the validity test by media expert has a decent qualification with a percentage value of 80%. Language validity has a decent qualification with a score percentage of 76%. The validity tests above show that the product can go on the next process, namely testing on students. The product designed in this development study is supported by systematic and appropriate syntax, making the product feasible for use in the course of *Keterampilan Berbahasa* at a tertiary level in effective and efficient ways.

Keywords: multiliteracy learning model, keterampilan berbahasa, literacy

The disruption era, the fourth stage of the industrial revolution, is fundamental since it gradually replaces the old-fashioned system with a more advanced one. The shift from the traditional way of life to the digitalized era has raised awareness that in its diversity, society experiences vast development in many aspects of life. The impacts of a highly mobilized society create a situation where the boundaries

of space and time no longer exist. The communication system around the world is nowadays facilitated by the services and products provided by highly advanced digital technology. The increasingly widespread distribution of information through a fast-paced internet network provides an opportunity for any individual to share and access useful knowledge with time and place flexibility.

As a center for scientific development, education is demanded to be at the forefront in the adaption to the digitalization era (Alper, Meryl. 2013; Kalantzis M., Cope B. 2008; Santori D, Smith C, 2018). Education in the digitalization era in Indonesia is implemented through creative, effective, productive, and innovative learning to improve the quality of human resources. One of the efforts may be made through learning system innovation to meet the requirements of the 21st-century need. 21st-century education does not only focus on intelligence but also spiritual, social, and emotional aspects. The generations pursuing education in the 21st century are expected to be critical and creative, highly ethical, and well mannered. To achieve these goals, an integrated education system with the current context, culture, and media is needed through literacy learning.

The literacy concept in the 21st-century education system is different from the previous period (Hesterman, S., 2017; Tsimpli, L., 2019). The term 'literacy' in this modern era has broader perspectives and is not limited only to the ability to read and to understand the meaning. Hesterman, Sandra (2011) explained that literacy is no longer defined as the concept of reading and writing on symbols or paper writing. The change in the concept of literacy from narrow to a broader definition is a result of multiple factors, one of which is the development of technology and information.

Abidin (2018) comprehensively divided the concept of literacy into five generations. The first generation, literacy is defined as the ability to use writing and pictures in interacting with others. In the second generation, literacy is integrated with social situations and practices. In the third generation, literacy is increasingly developed with the integration of visual, auditory, and spatial contexts rather than written words alone. In the fourth generation, literacy is considered to have no neutrality. The next development, the fifth generation, is the introduction of the term multiliteracy. Multiliteracy was initiated with various aspects closely related to multi-context, multi-media, and multi-cultural adapted to social and scientific contexts. The concept shift from literacy to multi-literacy based on the scope of the first to fifth generations implies that it has very broad perspectives. Multiliteracy must be

developed and integrated with various scientific fields since it is the most important concept in 21st-century education.

Multiliteracy learning optimizes multiliteracy skills to achieve learning objectives. The orientation of multiliteracy learning is based on four 21st century competencies, which includes critical thinking, conceptual understanding, collaboration and communication, and creative thinking skill. Morocco, et al. (2008:10) stated "multiliteracy skills mastery is pivotal to support and develop the 21st-century competencies including in-depth reading comprehension, expression through writing, speaking fluency, and digital media." The notion above indicates that literacy skills are inseparable from language skills.

As the institution facilitating students to be educators in the future, The Study Program of Indonesian Language has the responsibility to fulfill the demands of modern education and professional requirements. The institution needs to bring motivation to the lecturers in facing the challenges through the innovative solution. One of the greatest challenges faced by the Indonesian Language Education Study Program is to create an effective and efficient language learning to prepare skilled and trained prospective educators of upcoming generations (generation Z and α) who are highly literate in technology use and more interested in visual than textual approach. There should be a transformation in language learning by prioritizing important aspects needed by students and work qualifications in the current digitalization era.

Based on the results of the preliminary survey, the learning model of Keterampilan Berbahasa (reading, writing, speaking, and listening) at the university level was carried out theoretically and monoculturally. Lecturers as educators were less likely to be concerned about learning innovations, which is practically critical in learning. Moreover, the learning and teaching activities had not yet adjusted to the needs of students and future work qualification. The learning model used did not cover approaches, methods, and techniques exploring students' potential for critical and high-level thinking.

The results of the pre-survey provided information on the factors contributing to the low outcome of language learning implementation, such as reading, listening,

writing, and speaking. First, lecturers lacked references about creative, effective, and innovative learning models. Second, the implementation of a generally applied learning model was still rarely done by lecturers. Third, there were no adequate facilities, infrastructure, and academic cultures adequately supporting the activities.

This situation hindered the lecturers and students from developing their potential as there were no supporting facilities and infrastructure available. Fourth, there was very low mastery among the students in the class since the lecturers failed to evaluate the personality and characteristics of their students. Fifth, lecturers still found it difficult to apply effective, creative, and innovative learning models into the lesson plan. Sixth, the current needs in the workplace were not always known by lecturers so it was difficult to adjust the learning system with the needs of the current professional qualification in the workplace.

Several findings also show that the level of literacy among students is relatively low. The facts are supported by the outcomes of learning achievements, the low level of student interests in reading and writing, student engagement in practical activities, lack of development in students' reading and writing interests, lack of technological skill, and less integration of literacy and multimedia.

The existing literacy model of learning is not supporting the fulfillment of current demands. The requirements in education and the workplace have put the literacy model of learning is a critical point where it needs to be developed and transformed into a multiliteracy learning concept. It is pivotal since directly related to global demands, the cultural context influencing it, the social effects, and the function of language itself. Literacy learning with the theme of language proficiency must be integrated with media literacy to support multiliteracy learning in meeting the needs of 21st-century education. These factors above indicate that there is an urgency to develop a multiliteracy learning model as an effort to improve the quality of learning in the course of *Keterampilan Berbahasa* (reading, writing, listening, and speaking) in the Program Study of Indonesian Language Education. The development of this model is also needed as an effort to introduce multiliteracy to the students

as prospective Indonesian language educators. The development of a multiliteracy model combines literacy and multimedia aspects. This model focuses on improving the students' mastery in integrating literacy with information technology. Through the implementation of multiliteracy, it is expected that the needs of students, lecturers, institutions, and the work recruiters can be met. It will improve the quality of learning practices in Indonesian Language Education Study Program.

The explanation above indicates that it is highly demanded to develop a multiliteracy model in *Keterampilan Berbahasa* courses (reading, writing, listening, and speaking) in Indonesian Language Education Study Program to meet the requirements of employment after graduating. The development of this model is expected to help students of Indonesian tadrís study program in multiliteracy since they are prospective educators soon. The development of a multiliteracy learning model is one of the efforts to bring multiliteracy to students as prospective educators.

This study mainly aims to: (1) Analyze the need for a multiliterate learning model in the course of *Keterampilan Berbahasa* at the Indonesian Language Education Study Program. (2) Create a multiliteracy learning model in the course of *Keterampilan Berbahasa* in Indonesian Language Education Study Program. (3) Analyze the results of expert validation on the multiliteracy learning model the course of *Keterampilan Berbahasa* at the Indonesian Language Education Study Program. 4) examine the effectiveness of the multiliteracy learning model the course of *Keterampilan Berbahasa* in the Indonesian Language Education Study Program.

Yunus Abidin, Tita Mulyati, Hana Mulyansah (2017) explained in their research "Developing Literacy Learning Model Based On Multi Literacy, Integrated, And Differentiated Concept At Primary School" that literacy learning model based on Multi Literacy, Integrated, and Differentiated (MID) concept was proven to significantly contribute to improving students' writing skills. The increase was shown by almost all students of the schools participating in the research. It indicated that MID-based literacy learning model was most likely to be effective for both fast learners and low-performing students.

Arin Metalin Eka Puspita (2019) explained in his research entitled “Evektivitas Model Pembelajaran Multiliterasi untuk Meningkatkan Keterampilan Menulis Kreatif Siswa Sekolah Dasar” that the creative writing skills of the students taught using literacy-based learning model were better compared to those who were taught using the conventional model. The relevance of the research above to this study is on the topic of multiliteracy-based learning development.

Aristiya Fatmawati, Subyantoro, and Mimi Mulyani (2018) in their research entitled “Persepsi Pendidik dan Peserta Didik Terhadap Pengembangan Model pembelajaran Multiliterasi Dalam Pembelajaran Teks Prosedur Bermuatan Budaya di SMP” showed the importance of multiliteracy learning model that can be used as an alternative learning. The implementation of the multiliteracy model also supports 21st-century competencies as it is following the latest development. In addition, if used in procedural text learning, the multiliteracy model can make it more interesting and easier for the students to learn.

A study conducted by Heryanto Gunawan (2019) entitled “Implementasi Model Pembelajaran Multiliterasi Pada Perkuliahan Pembelajaran Berbicara” indicated that there was an improvement in students’ presentation skills, as shown by the students’ score report. The research above is relevant to this research in terms of developing multiliteracy-based learning in higher education for students. However, rather than covering all language skills, the research above focused only on speaking skills.

METHOD

The current study adopted research and development research. The site of the study was at two Islamic state universities in Bengkulu (UIN Fatmawati Sukarno Bengkulu and IAIN Curup). The study was conducted from February to September 2021. The research subjects consisted of students and lecturers as the users as well as experts who evaluated the product. The lecturers and students were recruited as the participants to investigate the need analysis of the learning model. For the validity test, three experts consisted of a content expert with qualification as a professor in Indonesian language education, a media literacy expert from

the language office of Bengkulu, and a language expert with qualification as a lecturer in Indonesian language education. In total, there were two lecturers and 60 students involved in the study.

This study employed the development model by Borg and Gall, comprising ten stages. However, considering the available time, research object, and other aspects, the researchers followed only phases 1-7, leaving out the dissemination stage. The seven phases were the needs analysis, product design, product development, validity test, product revision, small field test, and evaluation. Need analysis was conducted through student, lecturer, and user questionnaires and interviews. During this phase, analyses of features fundamental in the designed module were conducted by referring to the literature on online learning services and scientific journals. The need analysis was aimed at analyzing the need to develop the product.

The module design involves multiple aspects, such as the planning of learning objectives and orientation of the multiliteracy learning model, which was developed based on the development principles. During this stage, the process includes the design of module syntax, consisting of pre-learning, during-learning, and post-learning activities. Additionally, the development was also conducted on other aspects of the learning module such as the reaction principle, environmental system, and learning objectives. The whole process was carried out exclusively and structurally to create a multiliteracy learning model that follows the original blueprint. The next stage was the validity test of the product prototype. Moreover, the product was evaluated by experts through questionnaires. Validity tests were conducted by a content expert, a media expert, and a language expert. Upon validation tests, the researchers improved the product based on the experts’ feedback.

Small-scale tryout was the stage during which the product was implemented in a real setting. For effectiveness, we paid very close attention to the quality of the product through pre-determined learning activities. The small-scale tryout was aimed to investigate the product feasibility through classroom learning activities. The second improvement was carried out to upgrade the quality of the module after previously tried out in a small-scale setting. The

second improvement was made based on the responses to the student questionnaires and classroom observations conducted by the lecturer, which serves as a post-learning reflection.

Product evaluation was the final stage of this development research. During this phase, the content, media, and syntax (language) of the product were evaluated by experts. The evaluation was aimed to identify the challenges during the product implementation along with its objectivity, impact, and further requirements for future development study.

Data collection was carried out through classroom observations, questionnaires, and interviews. The classroom observations were used to observe the teaching and learning process of the Speaking course. The questionnaires were distributed through three phases: the needs analysis stage, the development stage, and the implementation stage. During the needs analysis stage, questionnaires were distributed to lecturers and students based on the need analyses of the lecturers and students on the learning model, multiliteracy learning, and productive language skills. The second phase of questionnaire distribution was conducted during the development stage. At this stage, validation tests were carried out by experts who were qualified in their respective areas of disciplines. At the implementation stage, questionnaires were also distributed to lecturers and students upon the product tryout in a real classroom setting. User validation tests were carried out by the lecturer teaching the course on *Keterampilan Berbahasa* using the product. The indicators used were the convenience, attractiveness, suitability, and usefulness of the product. The data was analyzed through qualitative analysis and descriptive statistics.

FINDINGS AND DISCUSSION

Findings

This section of the research presents the results of lecturers' and students' need analysis, product design, validity test results, and effectiveness test results.

Product Design

The description in the multiliteracy learning model in the course of *Keterampilan Berbahasa* contains learning patterns that can be implemented by lecturers in language skills courses, which cover reading, listening, writing, or speaking skills. The explanation of the product of the multiliteracy learning model is as follows. It consists of 3 parts, namely introduction, content, and closing. The introduction section consists of a cover page containing the title, the authors and institutions, preface, use instructions, course description, SKL and CPL, table of contents with subtitles, sub-headings, and pages.

The content section consists of the principles of the multiliteracy learning model (introduction, the concept of multiliteracy, multiliteracy learning model, and objectives); the orientation of multiliteracy learning model (orientation and principles); multiliteracy learning model syntax (pre-activity, core activity, and post-activity); implementation of multiliteracy learning model (implementation, reaction principle, environmental system, main learning objective, and additional objective), multiple multiliteracy learning model (the learning scenario of reading, listening, writing, and speaking). The closing section consists of bibliography and the authors' biography.

One of the components in multiliteracy learning is the learning cycle or the cycle of meaning formation. It functions as a guide in the implementation of literacy learning in the classroom. Put it in another way, the cycle explains the general stages of multiliteracy learning. The multiliterate learning cycle is as follows: apperception, visualization, collaboration, production transformation, and publication.

During the apperception stage, lecturers generate questions to the students related to the lessons taught. The activity objective is to assess the extent of students' background knowledge about the topic and the general impression of learning. In this period, they also explain the lesson plan that will be carried out, so that students have an overview of the learning activities.

During the socialization stage, the lecturers no longer control the class. Instead, they facilitate students to improve their practical multi-literacy skills in reading, writing, and

spoken language. At this stage, learning is centered on students so that they can explore and express their notions, ideas, and opinions on the results of practical multiliteracy activities carried out.

The collaboration at this stage is in form of multi-science, multi-work, multigenre, multimedia, and multimodal integration. Rather than being carried out individually, the learning process should be collaboratively done with colleagues and external parties who will contribute to the achievement of learning objectives.

Having been able to understand and interpret texts, students begin to paraphrase the texts they have read or heard as a concrete form of their understanding of the texts. The new text created must be cross-genre to make it a concrete form of learning. Work competence is also highly required considering that students are demanded to produce a piece of work as a learning product.

At the transformation stage, the products created may be transformed into other forms of media. One of which is through digitization. It is a part of multi-literacy learning that needs to be implemented. The product in the form of oral discourse may be converted into various forms of digital media, as well as written discourse. Transformation can also be done by changing the genre of discourse to make it more innovative.

At the publication stage, students publish their writings on various platforms, such as digital or other types of media. The process of communicating this work should be

accompanied by work appreciation activities so that it can be used as an evaluation of the performance of classmates, lecturers, or external parties.

The Results of Validity Test

Three validators (the content, language, and design experts) examined the developed product to assess it based on its content, language, and design. The results of the validity assessment became the measurement of the product qualification to classroom use. Questionnaires were used as the instrument in validity tests of product development, where the validators were able to rate based on the scales of product validity as well as criticism and suggestions to improve the product designed.

Validity tests by the experts were carried out to determine the quality and feasibility of the product. The tests were conducted by using a research instrument in the form of a questionnaire where the validators provides an assessment of each aspect of the product.

Content Validity

Content validity was carried out to determine the feasibility of the product based on the substance of the textbook, namely the content and learning process. The assessment of the aspect of the content was to measure the suitability of the steps of the learning model with language learning. The learning aspect was conducted to determine the suitability of the learning model with the standard of SKL and CPL. The results of the content validity assessment are presented below.

Table 1. The Results of Content Validity Assessment

No	Indicator	Score	Qualification
1	Supporting theory of learning model	5	Excellent
2	Model development background	4	Good
3	The purpose of developing the learning model	4	Good
4	Description of learning model	5	Excellent
5	Sintagmatics of learning model	5	Excellent
6	Social system of learning model	3	Fair
7	Support system of learning model	3	Fair
8	Learning steps	5	Excellent
9	Evaluation and assessment	4	Good
10	Learning outcome	4	Good
Total		42	
Percentage		84 %	Acceptable

The results of the validity test carried out by material experts showed that the development of the multiliteracy learning model had high qualifications with a percentage value of 84%.

Therefore, it could be taken to the next process: implementation on students. Below are the feedbacks used as the reference for product improvement.

Table 2. Feedback for Improvement from the Content Expert

No	Feedback	Revision
1	The purpose of developing the model needs to be explained in more detailed way	The purpose of developing the model is explained further in a separate sub-chapter to be more visible. The aim is to provide opportunities for students to develop their abilities starting with the skills, understanding, and character needed in the 21st century
2	Add digital literacy-based learning activities	Digital literacy and other literacy-based learning activities are listed in more detailed way in the section of learning implementation each course
3	Support systems and social systems need to be explained in more detailed way	Support systems and social systems are more focused on learning models developed by taking into account 21st century competencies

Media Validity

Media validity was carried out to determine the feasibility of the product based on the presentation or layout. The layout validity was

carried out to make sure that it was convenient for students to read. The validity results of media expert is presented below.

Table 3. The Result of Media Validity Assessment

No	Indicator	Score	Qualification
1	Cover layout (text and image layout)	4	Good
2	Color	4	Good
3	Illustration	4	Good
4	Font(types of letters and numbers)	4	Good
5	Title Clarity	4	Good
6	Font size (letters and numbers)	4	Good
7	Cover design	4	Good
8	Size	5	Excellent
9	Graphic, visual and verbal illustration suitability	4	Very good
10	Ease of use	4	Good
11	Interactivity	3	Fair
12	Page layout	4	Good
13	Clarity and suitability of the language (communicative language)	4	Good
14	Availability of examples and illustrations to support understanding of the content	4	Good
Total		56	
Percentage		80 %	Acceptable

The results of the validity test by the media expert indicated that the product of the multiliteracy learning model had a decent qualification with a percentage value of 80%. This shows that the product was qualified to go

on the next process: the implementation on students. Below are several feedbacks provided by the media expert to the improvement of the product.

Table 4. Feedback for Improvement from the Media Expert

No	Feedbacks	Revision
1	Add more illustrations related to digital or multiliteracy themes to cover layout	Cover revised as suggested
2	The size of the book need to be adjusted based on UNESCO regulation	The book size adjusted to UNESCO standard
3	Add a concept map to help readers understand better	Concept maps and instruction guide are added in the introduction

Language Validity

Language validity was carried out to determine the feasibility of the product based on several aspects, such as communicativeness, interactivity, and language suitability. It was

conducted to assess the use of language based on the criteria of grammatical rules and legibility. The results of the linguistic validity are presented as follows.

Table 5. The Result of Language Validity Assessment

No	Indicator	Score	Qualification
1	Correct sentence structure	4	Good
2	The sentence effectiveness	4	Good
3	The use of formal language	4	Good
4	Understanding of messages or information	4	Good
5	Motivation on students	3	Fair
6	Critical thinking	3	Fair
7	Grammar use correctness	4	Good
8	Spelling correctness	4	Good
9	Consistency in term use	4	Good
10	Consistency in symbol use	4	Good
Total		38	
Percentage		76 %	Acceptable

Based on the results of the validity test by the language expert, it was revealed that the product of this research had a decent qualification with a percentage value of 76%. This shows that product could go on the next

process, namely testing on students. However, several parts still needed revisions by referring to the feedbacks to the product, as presented below.

Table 6. Feedback for Improvement from the Language Expert

No	Feedback	Revision
1	Reference sources should be consistently written	References are written in one style. Many reference sections are also completed with page numbers
2	Bibliography should be consistently written by referring to specified system	The bibliography applies APA system

Discussions

The challenges of education in the twenty-first century have become more complex in comparison to the past centuries. However, this

challenging situation offers a chance to equip the young generation with a high level of proficiency. The competition in the era of globalization mainly focused on critical thinking and technological literacy, such as utilizing

various types of media for communication. Among the skills of the twenty-first century that should be mastered by individuals are working skills, critical thinking, digital literacy, and finally, research in learning (Trilling dan Fadel, 2009).

Competencies in the workplace have been a prominent aspect in the face of the twenty-first century. Human resources should be adaptive, meaning that they can adapt to all situations. Consequently, higher education institutions are responsible for building a highly skilled generation who are digital-literate, collaborative, communicative, and possess high character values. Human resources are also demanded to be able to solve the social problems in society through effective and practical solutions. It will lead to the development of multiple aspects of society, including the economy, social life, and culture.

Language learning through a multiliteracy approach is helpful for students as prospective educators in facing workplace challenges in the 21st century. Prospective teachers in the digital era should be capable of using various multimodal information. According to Cooper et al. (2013), learning approaches adopting multiliteracy pedagogy and using technology are useful for creating meaningful learning to develop students' multiliteracy skills. It is in line with the development of the multiliteracy model in the context of this research, which is effective for students' learning. Learning using the multiliteracy module leads to the improvement in students' competencies in the workplace since adjusting to the needs at the workplace. Moreover, the government consistently socializes the importance of literacy skills in the twenty-first century. The multiliteracy learning approach in combination with twenty-first-century skills, which is high-order thinking skills, is expected to help equip students with essential skills throughout their lives (Pendidikan & Kebudayaan, 2018). It is supported by Carel et al. (2018) who found that students learning through multimodal literacy have better thinking skills compared to their counterpart student group learning through conventional approach.

Amgott (2023) further supported that multimodal and multimodal literacy paves the way for students to the development of critical literacy, critical thinking skills, and togetherness. Multiliteracy learning is pivotal in education to

maintain the positive development of the generation. It is crucial to equip the generations with skills, critical thinking ability, and creativity in their respective areas of discipline for better opportunities in working places. The result of this study supports the above notions. Based on the user questionnaires, the product helps engage students in the course of *Keterampilan Berbahasa* while preparing students to deal with challenges in the workplace.

The multiliteracy learning model, which helps achieve twenty-first-century skills, should be mastered by students at school and university levels of education, as they are responsible for contributing to their society after graduation while preparing themselves for the dynamic and competitive environment after completing their education. The efforts to equip graduates with a well-defined vision and mission can be done by improving the learning principles based on the aims of education and providing learning facilities and a supportive learning environment.

Educational institutions, especially higher education institutions are responsible for producing prospective educators with the capability to deal with the challenges in the mastery of the four competencies. The main reason is that prospective teachers are demanded to provide optimal education to the students for insightful knowledge. The background knowledge of the educators on the way students deal with the reality of modern life is another aspect to consider. It is pivotal for educational institutions to equip students with the skills of the first century. An educator should be aware of the challenges faced by each generation. Thus, students of this generation are well-equipped with knowledge relevant to the current situations. It is very crucial as the young generation is faced with the challenges of modern life.

CONCLUSION

The findings of the current study are as follows: 1) the participants, consisted of the lecturers and students, demanded Multiliteracy learning model as the effective learning model for the course of *Keterampilan Berbahasa*, 2) the final product of this development study comprised three sections: introduction content and closing, 3) the validity tests by experts of content, media, and language show that the product of Multiliteracy learning model

developed in this study was feasible for classroom use.

Despite conducted through systematic research procedure, the study comes with several drawbacks. First, the duration of the study is relatively short, while research and development in general requires a long period of time to optimally follow the research and development procedure by Borg and Gall. Second, the evaluation stages applied in this study only focused on the formative evaluation for identification of product drawbacks and improvement based on the product deficiency.

The current research and development study contributes to the body of knowledge by

providing innovative ways of improving the level of language proficiencies of higher education students in the era of 21st century. The product of this study helps students to improve their language proficiencies in systematic and practical ways by optimizing the available resources. The multiliteracy learning model has been proven to be useful for both lecturers and students in achieving learning goals. This approach also engages students to optimize their intellectual potential. As a final remark, the learning model provides meaningful learning experiences, triggering the development of new ideas.

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