

TEACHING MUST CHANGE: MULTILITERACY AS A NEW APPROACH TO EDUCATION IN THE ERA OF TECHNOLOGY

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Abstract

This study aims to understand teaching with a multi-literacy approach which is important for teachers to understand as professionals. This is due to the development of the times related to technology and its utilization to support literacy, so that the use of multimedia is needed to support learner literacy. The research method used in this study is a literature review of books and research journals that examine the concept of applying multi-literacies in the context of learning and teaching. Teaching with a multi-literacy approach is not just about instilling skills and competencies regarding technology, but furthermore creating someone who actively seeks meaning, is sensitive to differences and changes, and is innovative. The multi-literacy approach is proven to provide benefits in learning, such as improving reading skills and teaching students a second language. It also discusses the practical implementation in learning and the obstacles faced in implementing multiliteracies in learning.

Keywords: multiliteracy teaching, pedagogical competence, teachers, digital era

INTRODUCTION

In recent years the use of technology in various areas of human life has been massive. Education has also been affected by the development of technology where especially during the Covid-19 pandemic situation in 2020 to 2022 schools have implemented online learning methods. However, there are some shortcomings and obstacles in the implementation of technology in schools such as related to the digital capabilities of teachers and students, as well as technical constraints such as equipment and connectivity (Johnson et al., 2016).

Even in today's digital age, learning and teaching in most Asian countries tends to be teacher-centered and text-based, where literacy skills are simply translated as reading and writing outcomes. However, these skills are no longer sufficient to adapt to the times (Boivin, N., et al., 2014). This makes it necessary to have a new approach in learning that allows students to learn more actively and

independently through the use of technological media while still getting direction and supervision from the teacher through dynamic interactions. One approach that can be applied is the multiliteracy pedagogy approach.

In general, literacy can be defined as the ability to understand language symbols, or literacy. In line with its development, the term multi-literacy emerged, which is an approach to understanding various types of texts and also various media resulting from technology (Utari, 2017).

The concept of multi-literacy pedagogy approach was initiated by The New London Group in 1994 which is a group of researchers, educators, and educational observers. The background to the development of the multi-literacy concept is globalization and technological development. Literacy learning has traditionally been defined as teaching and learning to read and write the national language in a standardized way. However, the

increase in global communication and the development of multimedia have led to the need for a new concept called multi-literacy (The New London Group, 1996). Cope and Kalantzis (2009) suggest that the concept of multi-literacy was created in response to changes in communication and information technology in the digital era. The multi-literacy approach in education involves integrating technology and media in learning and providing support and guidance to students in developing diverse literacy skills.

The use of multiliteracies has benefits in the teaching and learning process. Multiliteracy is proven to be able to improve students' abilities at the elementary school level (Dafit, 2017). In addition, the application of a multiliteracy approach in the form of story telling has proven to be able to increase the effectiveness of second language teaching for students (Angay et al., 2013). This is in line with Government Regulation No.19 of 2005 article 20 paragraph 3 states that teachers as learning agents must have all the existing competencies, namely pedagogical competence, personality competence, professional competence, and social competence. Pedagogic competence is the ability to manage the learning process of students which needs to be strengthened by teachers to be able to adapt to the times. Therefore, it is necessary to study more deeply about how the multiliteracy approach in the teaching process as a provision of pedagogical competence for teachers.

RESEARCH METHOD

This research is a literacy study by conducting a literature review. A literature review is conducted by analyzing the research conducted on a particular problem through describing, evaluating, and clarifying the knowledge that is already known in a problem area (Easterby-Smith, Thorpe, & Jackson, 2015:13). The literacy sources used in this

research are books and journals relevant to the topic of multi-literacy.

DISCUSSION

The Concept of Multiliteracy

Teaching multi-literacies is not just about imparting skills and competencies, but it is about creating someone who actively seeks meaning, is sensitive to difference and change, and is innovative (Cope & Kalantzis, 2009).

In searching for meaning, the multi-literacy approach has three aspects that constitute the flow of new knowledge meaning (Cope & Kalantzis, 2009):

1. Available design, which is defined as finding existing sources of meaning in the form of culture, environmental context, and rules or norms.
2. Designing, is defined as an action on the available design such as reading, listening, seeing and then communicating or writing it down. Thus a person can find new meanings from existing sources of meaning, and then build his ideas.
3. The redesigned, which is a new source to be interpreted as a result of designing. A person has found personal meaning that can be a source of meaning for others. If the result of this meaning is widely accepted by society, it can become a new available design.

In this regard, teachers should be able to develop the ability to utilize various learning media to provide a meaningful impression for students, with the existence of memorable learning will provide effectiveness in acquiring new knowledge. Teachers need to guide the learning evaluation process to determine the extent to which it provides a meaningful impression for students.

As for creating a meaningful impression in the teaching and learning process, Marocco (2008, in Untari 2017) mentions the multi-literacy learning cycle through various methods, namely:

1. Engaging students by exploring their prior knowledge.
2. Responding to learning tasks and challenges from the teacher. Students actively conduct investigations, observations, and research.
3. Elaboration by students on discoveries during the learning process.
4. Students review the results of their elaboration.
5. Presentations are made by students regarding the results of their work followed by reinforcement and material development by the teacher.

Based on the multi-literacy learning cycle, teachers need to be able to consistently apply apperception at the beginning of the lesson. Apperception means interpreting thoughts, so integrating and assimilating an observation based on the experience that has been had and by understanding and being able to interpret it (Al-Muwatho, 2018). Apperception has the aim of preparing students and arousing interest in learning, one of which is by utilizing technology to provide initial understanding. In addition, teachers are also not limited to providing subject matter, but involve students actively in the learning process through various media which is closed with evaluation and reinforcement.

Currently, technology is a challenge in the world of education. Afandi, et al. (2016 in Purnasari and Sadewo, 2020) argued that the development of increasingly advanced technology brings changes to the world of education, not only curriculum content, but also changes in pedagogy related to technology-based teaching. The utilization of equipment related to technology needs to be mastered by teachers. That is because multi-literacy is carried out with various media such as audio, visual, text, and oral. Multi-literacy also has various forms such as paper, electronic, performance, multimedia, music, facial expressions and gestures, moving

images, color choices, display design (Boivin et al., 2014).

The utilization of multimedia can be divided into various modalities that can be used in multi-literacy learning (Cope & Kalantzis, 2009):

1. Written language such as handwriting, printed books, reading screens, etc.
2. Spoken language such as recorded lectures, speeches, etc.
3. Visual representations such as still/moving pictures, crafts, scenes, perspectives, scenery, etc.
4. Audio representations such as music, voice, noise, etc.
5. Tactile representations such as touch, smell, and taste, physical contact, temperature, texture, artifacts, etc.

Components of Multi-literacy

According to The New London Group (1996), multi-literacy is built on four components:

1. Situated practice - where there are scientific experts who can direct students, mentor and design the learning process. An environment that can motivate and foster confidence in the ability to learn through real experience. Attention to affective and socio-cultural aspects during the learning process. Using evaluation as the basis for learning development.
2. Overt Instruction - implementing various interventions to support learning activities. There needs to be collaboration between students and teachers so that students are able to solve problems that are more difficult than their existing abilities. Raising students' awareness of the connection between new knowledge and existing knowledge. Awareness of the relationship between the knowledge learned and the social, cultural, political, and ideological contexts.
3. Critical Framing - is a way of thinking critically about the knowledge that has

been obtained. Educators are expected to be able to make students examine the knowledge that has been mastered. Thus, students can have more curiosity to develop their knowledge.

4. Transformed Practice - in this case the teacher needs to develop ways for students to demonstrate the learning outcomes that have been obtained. Thus, students are able to apply the knowledge gained in real situations.

With these four components, students experience real situations that can become learning media and support the learning process. Furthermore, Kalantzis, M., Cope, B., and Pantaleo, S. (2016) stated that the use of digital technology in education should encourage students to think critically about digital texts, recognize information bias, and develop students' ability to participate actively and critically in digital culture. In the end, students will be able to apply the understanding they have gained to the real situations they face.

Application of Multi-literacies in Teaching

Walsh, M. (2011) provides some practical suggestions for implementing multi-literacies approaches in teaching:

1. Use of images and visualizations: Teachers can ask students to view, analyze and respond to images related to the learning material. Teachers can also use images as motivation to start discussions and encourage critical thinking.
2. Creation of multimodal texts: Teachers can assign students to create presentations, posters, videos or other creative projects that use multiple modes of communication, such as text, images, sound and movement. This allows students to use different ways to convey concepts and what they think.
3. Utilization of digital technology: Teachers can enable students to explore, create and share multimodal texts by using tools and applications such as multimedia

presentations, animation, podcasting and blogging. Digital technology can also help students acquire the technical skills necessary for multimodal literacy.

4. Development of critical skills: Teachers can teach students to consider the context, purpose and messages conveyed through different modes of communication. Students should be encouraged to think critically about how the design and mode of text chosen can affect the meaning and impact of communication.
5. Collaboration and Discussion: Students can be invited to work in groups to analyze and respond to multimodal texts simultaneously. Group discussions can include discussions on concepts, interpretations, and reflections on the different modes of communication found in the text.

Challenges in Implementing Multiliteracy

Kervin, L., and Mantei, J. (2016) explain some of the obstacles faced in implementing a multi-literacy approach in learning:

1. Teacher and curriculum perspectives: Some teachers still use traditional approaches which are centered on written literacy and do not fully understand the concept of multi-literacy. The curriculum may also not provide adequate support for multi-literacy teaching, especially if there are no clear guidelines on how to integrate other communication methods.
2. Limited resources: No access to multi-literacies technology, software or learning materials. Many schools lack the necessary resources for teaching multi-literacies, such as computers, stable internet connections and specialized software.
3. Student Readiness: It is possible that students are not familiar with multimodal texts or do not have enough technological skills to cope with the use of digital tools in learning. Students' readiness to understand

and interact with multimodal texts can be a barrier that needs to be overcome. Inappropriate assessment: Multi-literacy implementation can be hampered by assessment systems that focus too much on traditional exams and written literacy. Teachers may find it difficult to assess students' abilities in different modes of communication and consider variations in multimodal text production.

4. Policy and evaluation context: If policies and evaluation emphasize traditional test results and written literacy, teachers may feel limited in implementing multi-literacy approaches.

Regarding these challenges, Rowe, K., Storch, S., and Tavakoli, P. (2017) state the need for strong institutional support, proper training for teachers and students, as well as adequate curriculum development to address these issues. In addition, teachers and other education stakeholders should work together to create an educational environment that supports multi-literacies teaching.

CONCLUSION (S)

The development of technology is a challenge for education. The use of multi-literacy approaches in teaching is very important for teachers to master because it has a positive impact on improving teaching effectiveness, for example related to second language acquisition and improving reading skills. The multi-literacy learning cycle that involves students to elaborate on the learning process and evaluate their learning outcomes through various media makes students actively process to achieve the learning objectives that have been set. On the other hand, there are still some obstacles in applying the multi-literacy approach so training for teachers and students is needed, as well as support from other stakeholders. Teachers need to be more open to the times and continue to learn to adapt to technology. In

addition, the government needs to provide regulations in the education sector that support the use of technology in learning.

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