



Pedagogy of Multiliteracies in Arabic Learning Curriculum for Young Learner in Indonesian Contexts

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Abstract. Minister of Religion Decree (KMA) number 183 of 2019 is a document set to guide the Islamic and Arabic Language Education curriculum in School (*Madrasah*). A state legal document on education should also be in line with the direction of national education policy, one of which is literacy. This study aims to analyse the document with a multiliterate pedagogical perspective. The approach used is Neudorf critical content analysis. The main data source is the KMA document. The results of the study indicate that the content of the material specified in the Basic Competencies (KD) can meet the criteria of a literate with indicators of text user, user code, meaning maker for the Ibtidaiyah Madrasah level. The new text analyser level is set at the Madrasah Tsanawiyah and Aliyah levels with consideration of the development of children's literacy. The four components of multiliteracy pedagogy, namely situated practice, overt instruction, critical framing, and transformed practice, are shown in the document with a pattern of determining material content and learning characteristics. The accommodation of the characteristics of language learning for children is reflected in the determination of competency standards for graduates of Madrasah Ibtidaiyah level as well as material content.

Keywords: multiliteracy pedagogy · KMA 183 of 2019 · Arabic young learner

1 Introduction

The implementation of education in Indonesia is directed at the achievement of three things; namely literacy, character, and competence. Literacy will direct how students apply the knowledge and skills they have in the practice of everyday life. Character will guide students how to deal with an environment that continues to change from time to time. Meanwhile, competence is expected to be able to guide students in overcoming various challenges of increasingly complex life. The Ministry of Religion of the Republic of Indonesia as one of the institutions responsible for the implementation of education has a duty to realize this mission. Therefore, the legal products of the Ministry of Religion related to the implementation of education must reflect the direction of national education. Since the 2013 curriculum was established for Arabic KMA number

163 of 2014, and refined with KMA number 183 of 2019, the implementation of Arabic learning has started since grade 1 Ibtidaiyah (student age is around 6–7 years). Learning foreign languages for children, including Arabic in Indonesia, is an interesting topic discussed by the person in charge and observers of language learning. This is due to several considerations that underlie foreign language learning for children, both philosophically paradigmatic or the phenomenon of learning Arabic in practice in the field.

The paradigmatic philosophical problem in question is the existence of two camps in responding to the problem of foreign language learning in children [22]. The first camp is the party who does not approve of foreign language learning in children. The argument used as consideration is that they (children) are in a period of cognitive development including language, so they should have first established one language. It is feared that learning many languages will make a mess of the language concepts they have. The second camp is the party who agrees with language learning in children with the consideration that they are in a period called the critical period [9] in language acquisition, so that any language will be easily accepted by children, especially if they are already have a language device that is given by God which is universal which is called by Chomsky with the term Language Acquisition Device (LAD) or in the language of Ibn Khaldun *malakah lughawiyah*. Apart from that debate, without being able to choose, this research is in the second camp because of the real condition of the multilingual Indonesian society which is referred to as a multilingual society [3, 19], and the fact that foreign languages have been taught to children since their behaviour. basic even pre-basic level (kindergarten and playgroup) [2].

Fact on the field shows that learning Arabic is juxtaposed with learning other foreign languages, even with their mother tongue or second language. This condition puts the Indonesian people in a multilingual didactic position as the principle of language learning. When this is applied in the context of language learning for children, the issue that needs to be considered is the special characteristics of children which are clearly different from adults. Among the characteristics [17] the child in question is the period of growth, the development of literacy skills, and the child is also in a period of vulnerability, both physically and psychologically.

In recent years literacy has become an important term in foreign language learning. In the history of the journey of communicative competence [5, 14] the conceptualization of literacy packaged in terms of academic language literacy [8] is identical to reading and writing in the academic language cycle [6, 7, 21, 23]. In the contemporary multiliteracy paradigm, language use is emphasized in socially complex multimodal contexts [24]. At the end of the 20th century the phenomenon of mass migration and the emergence of digital communication media made the New London Group (1996) call for a broader view of literacy teaching with a design called Pedagogy of Multiliteracies. Based on the view that learning develops in a social, cultural, and material context as a collaborative interaction, literacy learning requires the interaction of four pedagogical components that do not have to be hierarchical, namely situated practice, overt instruction, critical framing, and transformed practice.

Situated Practice guides students to utilize their designed experiences in authentic activities related to the text. At the overt instruction stage, students with the active help of the teacher develop metalanguage to understand the structure of the text, so

that they are able to recognize the relationship between form, meaning, how the text is constructed, and distinguish how ideas are framed in the text. At the critical framing stage, students are helped to connect meaning with social context and goals. Students are actively involved in conducting constructive criticism of what they are learning and its implications. Meanwhile, in the transformed practice stage, students show their ability to apply knowledge reflectively as a result of the previous stages that lead them to become creative learners. Whether this criterion has been met by KMA number 183 of 2019, that is one of the important goals of this research.

Various studies on multiliteracy pedagogy have been carried out. Starting from a multilingual and multimodal approach in literacy learning [20]. Then it focuses on the history of multiliteracy pedagogy [24], how teachers implement multiliteracy pedagogy, implementation of multiliteracy pedagogy in multilingual classes in the English curriculum [25], and even books on Multiliteracies Pedagogy and Language Learning [12] has also been published by Palgrave Macmillan. In the context of learning Arabic, literacy studies are carried out in relation to culture, as a textbook analysis perspective, critical literacy and its relation to building critical reading skills, the andragogy approach in learning Arabic and its contribution to eradicating illiteracy is also a multiliteracy model based on local wisdom and Islamic Moderation in Higher Education [13]. However, the analysis of multiliterate pedagogy on official state documents in the context of learning Arabic for children has not been carried out. This article aims to fill that void.

2 Method

The main purpose of this research is to analyze documents using a multiliterate pedagogical perspective. Thus, the design chosen is Krippendorff's qualitative content analysis [15]. The main source of this research is the KMA document number 183 of 2019. The data analysis procedure according to Krippendorff's suggestion goes through seven stages; reading documents, uniting (sampling), making data records (recording), reducing data, making inferences, analysing and validating.

At the unitization stage, the selected keywords are competency standards, learning objectives, material content, learning characteristics, cognitive levels, knowledge levels and learning processes. These words were chosen to determine the fulfilment of literacy criteria and multiliteracy pedagogy which were used as an analytical perspective. The literacy theory chosen as the main theory of analysis is The Four Resources Model Freebody and Luke.

3 Result

There are three important things that will be presented in the findings of this study. First, data related to how the 2019 KMA 183 document can lead a language learner to become a literate. Second, how the multiliteracy pedagogic component is contained in the document. Third, whether the content of the material that has been formulated in the document meets the characteristics of language learning for children.

For the focus of the first discussion, the data that will be exposed is the Basic Competencies contained in the attachment of KMA 183 2019 and analyses it with one of

Table 1. Basic Competence class 1. 3.3 appendix KMA page 143

Believing that Arabic is the language of instruction to understand Islamic teachings	Carry out a polite attitude in communicating with the social environment, around the home and school	Understanding the social function and linguistic elements (sounds, words and meanings) of the text is very simple	Demonstrating the speech act of giving and asking for information about oneself and family members in very simple forms
Appreciate that Arabic is the language used by previous scholars	Carry out a disciplined attitude in communicating with the social and natural environment within the reach of the association and its existence	Analysing the linguistic elements (sounds, words and meanings) of the text is very simple	Presenting the results of the analysis of sounds, words and meanings of the text is very simple

the literacy models in language learning. There are several literacy models that can be applied in language learning. First, The four Resources Model [10, 11]. This model explains that there are 4 levels of interaction that must be created, namely code user/code breaker, text analyser, text user, and meaning maker/text participant. Second, The Literacy Triptych [1] which combines language learning with the principles of learning of, learning though, and learning about. Third, the Balance Literacy model [4] which offers a learning cycle of modelled task, guided task, shared task, interaction task, and independent task.

A language learner is referred to as a literate, when analysed from the perspective of The Four Resources Model, he must meet four criteria; code user, text analyser, text user, and meaning maker. Code user criteria are met if students recognize and use linguistic features and structures of spoken and written texts including letters, sounds, spelling, sentence structures, text organization, graphics and other visual forms to understand the symbols in the text. The Text Analyzer criteria are met if students understand that the text is not neutral, the text is a representation of the views of some communities and a perspective that has been constructed. Therefore, the text can still accept criticism and various alternative views and perspectives that have not been offered by the text. Text User criteria are met if students understand how to construct text, the level of formality of the text, and the components of the text, then use this knowledge to read, write, or speak. The Meaning Maker criteria are met if the learner is able to use the knowledge and experience gained to construct meaning and communicate when he reads, writes, or speaks.

What about the content of material competencies in KMA 183 of 2019, whether it can lead students to become literate learners. Following are the results of the analysis of one of the Basic Competencies for the level of Madrasah Ibtidayah class 1, KI-3, KD 1.1. The Basic Competencies in Table 1 above when observed from the literacy perspective of the four resources model will look like in the Table 2.

Table 2. KD KMA 183 2019 in four resource model's perspective

KD Material Load	Criteria for literate four resource model
Text social function	Text User Materials related to the social function of texts will lead language learners to become text users. Understanding this aspect will lead language learners to participate in the community of language users
Language element	User Code Language elements consisting of vocabulary about "usrati", the sounds of the language and their meanings as well as a simple grammatical arrangement () bring the learner to become a code user.
Speech act	Meaning Maker The speech act material informs and asks for information about family members to lead students to use the knowledge they have for everyday life. This is what makes them a meaning maker

Table 3. Characteristics of learning Arabic KMA 183 of 2019 p.09

The Arabic curriculum is designed with the following characteristics:	1. The Arabic language curriculum is developed to improve the language skills of students for various situations, both in the school and in the community
	2. Arabic is not only taught for the language itself but also as a medium for developing thinking and personality
	3. The Arabic language presented does not focus on theoretical grammar but the presentation of functional or applicable grammar
	4. Implementation of the Arabic language curriculum does not only rely on the interaction of teachers and students in the classroom, but also outside the classroom or school

At the Basic Competencies (KD) at the Madrasah Ibtidaiyah level, the material on the structure of the text has not been determined as the target of the material content, but at the next level, namely Madrasah Tsanawiyah and Aliyah, the text structure material has been determined. Material about the structure of the text that will lead a learner to become a Text Analyser. The following are Basic Competencies at the Madrasah Aliyah level and their analysis using four resource models: understanding the social function, text structure and linguistic elements (sound, words, and meaning) of the text related to the theme (العمره، المدينة جحلا) which involves speech acts stating and asking past actions/events by paying attention to form, meaning and function from الفعل الماضي اللغوي.

The second finding of this research is how the KMA document number 183 of 2019 is analysed from a mutilated pedagogical perspective with its four components. The data to be analysed are the basic competencies and learning objectives. The results of the analysis are contained in the Tables 3 and 4.

Table 4. KMA 183 of 2019 in pedagogy of multiliteracies' Perspective

Components of literacy pedagogy	Contents in Basic Competencies	Characteristics of Arabic Learning in school
Situated Practice		Emphasis on 4 language skills. In 2, receptive skills give students the opportunity to build context for what they are learning
Overt instructions	Material about linguistic elements (sound, vocabulary, grammatical) is material that is guided by the teacher as a scaffolding stage.	The balance of teaching grammar by choosing functional grammar that is applicable
Critical Framing	Materials related to the social function of the text and teaching language elements as well as form, meaning and function bridge students to understand the relationship between what is learned and its social function and are able to carry out critical construction based on what is learned.	Language and positioned as a medium of thinking and character building
Transformed Practice	Reconstructing the text in KI-4 gives students the opportunity to	Learning interactions that are not only in the classroom but also the creation of a language environment

The third focus of the discussion is related to how the KMA document number 183 of 2019 pays attention to children's literacy and cognitive development. This aspect of attention is found in the method of determining graduate competency standards, the cognitive level in the formulation of basic competencies, and the level of knowledge in the formulation of core competencies.

From the data above, the target knowledge level is at the basic level even though the knowledge level has been set at the metacognitive level but at the basic level. Likewise, at the cognitive level in the formulation of basic competencies, up to the level of analysis it has not yet been synthesized, it is different from Madrasah Aliyah.

4 Discussion

After seeing the components of multiliteracy pedagogy and how directed facilitation is provided by the legal curriculum documents contained in KMA 183 of 2019, an important step to take is to choose the right approach, the right material, and how the

construction is offered so that this multiliteracy pedagogical approach can be realized, to deliver Arabic language learners in Indonesia to have competent literacy competencies.

Multiliteracy pedagogy is an approach designed based on design concepts [18]. The design in question is the process of presenting the meaning of what someone understands from hearing, reading, seeing, or what is produced from the communication process either speaking, writing, or drawing. There are three aspects to the design; existing design, design, or redesign. [18]. To cultivate this multiliteracy pedagogy, it needs to be juxtaposed with the design stages and the knowledge process offered by Kalantzis as well as the right approach to multiliterate pedagogy such as genre pedagogy [16].

There are five dimensions of the design framework offered by Kalantzis, namely *Reference dialogue*, *Structure*, *intention*, and *situation*. The **reference** in question is the process of presenting meaning that can represent the form of objects, processes, or something abstract. **Dialogue** is the process of involving other people in making meaning so that there is an understanding between people and things, the relationship between something and something else from the new meaning that is built. **Structure** is the process of understanding how all the meanings in the text are constructed, how their coherence, cohesion and sequence are as well as creative design. **Intention** is the process of exploring the understanding of the meaning implied in a text, what mission the author of the text wants to convey. As well as interacting with the text with a critical literacy approach to find the relationship of the text to power or social change. The **situation** is the final process of how a meaning is understood in a wider context, how to redesign the text according to the needs of the situation such as environmental and cultural conditions.

The genre pedagogical approach is based on a teaching-learning cycle through guidance and interaction that emphasizes strategies for building contexts, modelling texts, and building texts together (*joint construction*) before creating texts independently. Guidance and interaction are important in classroom learning activities. The cycle developed by Martin and Rothery includes building context (building knowledge of the field), text modelling (*modelling a text*), guided construction (*joint construction of a text*), and independent construction (*independent construction of a text*). There are four stages in the knowledge process, namely experiencing (a stage of knowing new things), conceptualizing (conceptualizing terms or theories), analysing critically, and applying (implementing appropriately according to the context).

The five design frameworks when juxtaposed with the process of knowledge, multi-literacy pedagogy and genre pedagogy will have stages of convergence. The dimensions of *reference* and *dialogue* are in the *experiencing* process, namely the process of knowing new things. And this is in line with the demands of *situated practice stages* in multiliteracy pedagogy and *building knowledge of the field* in genre pedagogy. The *Structure* dimension is in line with the stages of the *conceptualization* knowledge process, the *overt interaction stage* in the multi-literacy pedagogy approach and the *modeling of text* in the genre pedagogical approach. The dimension of intention is in line with the stages of analyzing, critical framing and joint construction of text. The situation dimensions are in the stages of applying knowledge process, stages of transformed practice multi-literacies pedagogy, and stages of independent construction of a text in genre pedagogy. The slices will clearly appear in the Table 5.

Table 5. Multiliteracies pedagogy

Design framework	Knowledge process	Pedagogy of multiliteracies	Pedagogy of genres
Reference and Dialogue	Experiencing	Set practice	Building knowledge of Field
Structure	Conceptualizing	Overt instructions	Modelling of text
Intention	Analysing	Critical Framing	Joint Construction of text
Situation	Applying	Transformed practice	Independent construction of text

5 Conclusion

As a state document that regulates the learning process at Madrasah KMA number 183 of 2019, it has been compiled to facilitate the realization of one of the directions of national education, namely literacy. The content of the material in the basic competencies of the Arabic curriculum has been directed to achieve the literate criteria, both code user, text user, text analyzer, or meaning maker. The materials and characteristics of learning Arabic have also been designed to be able to implement a multiliterate pedagogy approach with four main components, namely situated practice, overt instruction, critical framing, and transformed practice. The bill for the Graduate Competency Standard has taken into account the developmental and cognitive period of the child. However, to maximize implementation, several strategies are still needed to accommodate several supporting designs such as a genre pedagogical approach, dimensions of design framework, and knowledge process.

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