



MULTIMODAL PROJECT-BASED LEARNING THROUGH TRANSMEDIATION: DESIGN FOR ARABIC LITERATURE LEARNING

Andri Ilham^{1*}, Khotimatun Nafi'ah², Mia Mutmainah³

Mohamad Sarip⁴, Siti Jubaidah⁵, Silmi Malina Binta⁶

^{1, 2, 3, 4, 5}Universitas Negeri Jakarta, Indonesia, ⁶University of Jordan, Jordan

¹andriilham@unj.ac.id, ²khotimatun.nafiah@unj.ac.id, ³mia.mutmainah@unj.ac.id,

⁴Mohamad_Sarip@unj.ac.id, ⁵siti.jubaidah@unj.ac.id, ⁶slm8240783@ju.edu.jo

*Corresponding Author

Abstract

In order to assist students in comprehending and analyzing literary works more thoroughly, learning Arabic literature calls for a creative method. Through transmediation, this study seeks to create a multimodal project-based learning model that uses a variety of media to improve students' understanding and creativity. This research employs the Research and Development (R&D) method, following the Hannafin and Peck model, which consists of three phases: need assessment, design, and development & implementation. However, this study focuses only on the need assessment and design phases. Data were collected through observations and questionnaires distributed to students and lecturers in the Arabic Literature course of the Arabic Language Education Study Program at Universitas Negeri Jakarta. The needs assessment results indicate that students face difficulties in deeply understanding Arabic literary texts and are less actively engaged in the learning process. To improve their understanding of Arabic literature, a more project-based and interactive approach is required. Based on these results, the design phase produced a multimodal project-based learning model integrating transmediation, enabling students to express their understanding through visual, audio, and digital storytelling. In order to determine how the created model affects students' critical thinking, creativity, and understanding of Arabic literature, this study suggests that it be further implemented and evaluated. The usefulness and efficacy of this learning model should be investigated further during the development and implementation phases.

Keywords: Arabic Literature Learning; Multimodality; Project-Based Learning; Transmediation

INTRODUCTION

Arabic literature is essential for comprehending Arab culture, history, and language. Moreover, Arabic literature constitutes a fundamental component of Arabic language instruction, impacting language competency and communication abilities. Nevertheless, educators frequently encounter the issue of rendering the study of Arabic literature more captivating and pertinent for pupils, particularly in the technology-driven digital age (Zurqoni et al., 2020). Students exhibit diminished motivation in Arabic literary lectures due to the implementation of monotonous teaching methods (Febriyana & Winarti, 2021).

The era of the fourth industrial revolution demands that students be capable of mastering competencies beyond basic reading and writing to thrive in society. These competencies include new literacies such as data literacy, technological literacy, and multimedia literacy. With the shift from offline to online learning, communication competency in the teaching and learning process extends beyond interactions between professors and students through written and spoken communication. However, there is a more crucial competency that students need to acquire, which is multimedia communication competency. This is what is referred to as the skill of multimodal literacy. Multimodality is the utilization of multiple modes or media to create a single artifact. This collection of modes contributes to how multimodality influences different theoretical situations, thus providing opportunities for readers to enhance their understanding of an idea or concept (Lee et al., 2019).

Multimodality has become one of the solutions because it is considered suitable for current trends and conditions. Moreover, multimodality tends to prioritize the needs of students. In this era, students require flexible learning so that they can effectively channel their creativity. Multimodality aims to develop students into knowledgeable text readers and producers by drawing attention to various sources in creating meaning within the text (Tandiana et al., 2020).

The multimodal learning model is chosen as one of the efforts to address learning challenges and enhance students' independent creativity by utilizing various modes (media) or technologies that are combined into a meaningful unity. Chen (2010) defines multimodality as a way or stage that is applied to understand verbal language and can also be used to comprehend the types, kinds, and levels of dialogues. Among the differences in modes used by the public simultaneously in a text to convey their messages, it is highly possible to combine verbal sentences with specific images. Thus, it can be concluded that multimodal texts and artifacts combine the use of various semiotic modes (sign systems) such as language, images, gestures, typography, graphics, and icons. In some case studies, it is demonstrated that these sign systems are transmitted into different perceptual modes, such as verbal and visual.

A multimodal approach to learning literature—in this example, Arabic literature—can be used in this study. The goal of the multimodal approach is to help students become more proficient in multimodal literacy. This corresponds with the fourth industrial revolution, which requires students to acquire new literacies, including data literacy, technological literacy, and human literacy, in addition to the fundamental skills of reading and writing in order to succeed in society (Firmansyah, 2018). It makes sense to choose multimodal literature instruction in an attempt to improve students' multimodal literacy proficiency. Students' attitudes toward language, cultural awareness, and communicative proficiency can all be enhanced by multimodal literature instruction (Cocchetta, 2018).

Literature learning strategies using a multimodal approach refer to the constructivist project-based learning strategy, which is further developed according to the learning needs (Firmansyah, 2018). Project-based learning is an innovative teaching strategy that emphasizes contextual learning through complex activities. Project-based learning is an approach in education that provides learners with the opportunity to deepen their knowledge while developing skills through problem-solving and investigation activities. They are required to work autonomously by constructing their own learning models; thus, they are expected to produce valuable and realistic products (Okudan & Rzasa, 2006).

One approach that can be applied using multimodal project-based learning is through transmediation. Transmediation refers to the translation of content from one sign system to another (McCormick, 2011). Writing a story based on a photo or creating

a video excerpt of a novel are two examples of transmediation. In other words, this activity is performed by transmediating print text into digital multimodal text (Lau, 2020). According to Park (2017), there are at least three positive impacts of transmediating print-based texts into digital multimodal texts, which are (1) deeper content understanding, (2) creative expression of ideas, and (3) promoted analytical conversation. Transmediation can be applied with informational texts in various content fields. One crucial aspect in all transmediation lessons is that metalanguage, such as film glossary and technical aspects of digital tools, should be taught beforehand for the successful execution of transmediation activities.

The multimodal approach in education has been the subject of numerous studies in a variety of disciplines. Studies by Danielsson and Selander (2016) and Firmansyah (2018) address the idea of the multimodal approach in education. Meanwhile, research on the use of the multimodal approach in education includes studies by Jamil and Aziz (2021), who confirmed that multimodal texts are useful for improving English reading habits, and Hong (2012), who used the theory of multimodal discourse analysis to teach English speaking and listening skills. On the other hand, specific investigations focusing on project-based multimodal learning include works such as those conducted by Blackstone & Lee (2018) and Widyaningrum et al. (2022). While Blackstone and Lee concentrate on fostering interpersonal communication among students through project-based learning in an interactive multimodal learning environment, Widyaningrum et al. focus on project-based multimodal learning for English listening and speaking skills.

In contrast to those studies, this research focuses on the development of multimodal project-based learning through transmediation for Arabic literature learning. The multimodal project-based learning model through transmediation is carried out by transmediating print text into digital multimodal text. This research is focused on the development of multimodal project-based learning based on transmediation for Arabic literature learning. The objectives of this research are as follows: (1) to assess the needs of students for an Arabic literature learning model; (2) to design multimodal project-based learning through transmediation for Arabic literature learning.

RESEARCH METHOD

This study adopts the R&D approach using the Hannafin & Peck (1988) model. The Hannafin & Peck model is an instructional design model comprising three phases: the need assessment phase, the design phase, and the development and implementation phase. The product developed in this research is a project-based learning model based on transmedia for Arabic literature learning. This study also uses a survey method to retrieve information or data directly on the research subject (Groves et al., 2009). The instrument used is a questionnaire with 10 questions using the Likert scale, consisting of a focus on the analysis of the student needs. Meanwhile, the sampling technique used was random by involving 53 student respondents from the 2020 class of the Arabic Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, who had taken an Arabic literature course. Then, the data from the survey results through the questionnaire were analyzed using descriptive analysis.

RESULTS AND DISCUSSION

1. Need Assessment

Needs assessment is the activity of analyzing the requirements necessary for the development of a project-based learning model. The sequence of analysis activities

includes (1) problem-related analysis, (2) learner analysis, (3) goal analysis, and (4) learning context analysis. The results of the analysis conducted at this stage will produce key conceptual points that serve as the foundation for designing a project-based learning model. The purpose of this needs assessment phase is to apply data collection methods through surveys using questionnaires distributed to respondents. The collected data will then be used as a reference for designing a project-based learning model through transmediation in the Arabic literature course to be developed.

The needs assessment in this study is divided into two categories: lecturer needs assessment and student needs assessment. In order to gather information for the requirements assessment process, a needs questionnaire is employed. The questionnaire is distributed to two lecturers of Arabic literature courses in the Arabic Language Education Study Program. In the meantime, the questionnaire is also distributed randomly to 53 students who have attended Arabic literature courses in the 2020 class of the Arabic Language Education Study Program.

Assessment of Lecturers' Needs

The purpose of the lecturer needs assessment is to determine the requirements, expectations, and difficulties that lecturers have when teaching Arabic literature. The main purpose is to collect the data required to develop a project-based learning model for teaching Arabic literature through transmediation. The developed teaching model is compatible with the real expectations of lecturers due to this needs assessment, which eventually raises the standard of learning.

Table 1. Lecturers Need Assessment

No	Question	Alternative Answers
1.	I feel that the teaching of Arabic literature today needs to be more interactive and engaging.	Strongly Agree
2.	Project-based learning models are effective in improving students' understanding of Arabic literature.	Strongly Agree
3.	I am familiar with the concept of text transmediation in Arabic literature learning.	Agree
4.	I have experience integrating various forms of media (text, images, audio, video, etc.) in Arabic literature learning.	a. Strongly Agree b. Agree
5.	The concept of text transmediation has the potential to increase student engagement in Arabic literature learning.	Strongly Agree
6.	A project-based learning model with the concept of text transmediation can help students connect Arabic literary works with social and cultural contexts.	a. Strongly Agree b. Agree
7.	I see the potential for developing a project-based learning model with text transmediation in Arabic literature learning.	a. Strongly Agree b. Agree
8.	I feel that I have sufficient knowledge and skills to develop a project-based learning model with the application of the text transmediation concept.	Agree
9.	From the project-based learning model through text transmediation that has been developed, which do you think is more suitable for implementation in Arabic literature learning? (You may choose more than one)	Poster, video series, drama podcast, interactive website, social media
10	Do you have any suggestions or recommendations for further development of the Arabic literature learning	a. The material should be up-to-

model? Please provide your feedback!

date so that students can understand the development of Arabic literature.

- b. This is a very creative idea. If this is truly applied in Arabic literature learning, the learning process will be more interactive and innovative. My suggestion is to try integrating digital literature as well, as it may be more engaging.

The needs assessment was conducted with two lecturers who teach Arabic literature courses. Both lecturers recommend that the material should be the latest to keep students informed about developments in Arabic literature. In Addition, this is a very creative idea, if applied in the Arabic literature teaching model, it will make the literature learning more interactive and innovative. The suggestion is to also explore digital literature, which might make it even more interesting.

Assessment of Students' Needs

The assessment of student needs seeks to identify their requirements, expectations, and challenges in the context of learning and personal development. Its main goal is to gather important data for creating a project-based learning model with transmediation that is specifically designed for studying Arabic literature. This process is also intended to improve students' learning experiences and outcomes. Out of 53 respondents, the majority have previously studied Arabic literature subjects, including Theory of Arabic Literature, History of Arabic Literature, and Arabic Literature Analysis. The following questions are presented to assess the current situation of students regarding Arabic literature learning:

Table 2. Students Situation in Arabic Literature Learning

No	Questions	Alternative Answers (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I feel that Arabic literature learning nowadays needs to be more interactive and engaging	67.9	32.1	0	0
2	I wish to have a more interactive and culturally contextual learning experience in Arabic literature	69.8	30.2	0	0
3	I find it challenging to comprehend certain concepts in Arabic literature and would appreciate a teaching method that assists with this	32.1	56.6	11.3	0
4	I am interested in delving deeper into Arabic literature through various media	49.1	49.1	1.9	0

The data above indicates that generally, students in the current Arabic literature instruction require a more interactive and engaging approach. Furthermore, they also encounter difficulties in understanding certain concepts within Arabic literature and express a desire for new and diverse methods of learning through various media.

Table 3. Students' Needs for the Project-Based Learning Model in Arabic Literature Through Transmediation

No	Questions	Alternative Answers (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
5	I believe that integrating technology into Arabic literature learning can enhance my understanding	56.6	41.5	1.9	0
6	I believe that a project-based learning model can help me better understand and appreciate Arabic literature	54.7	45.3	0	0
7	I am intrigued to participate in a learning project that involves various media such as videos, podcasts, websites, and social media	47.2	49.1	3.8	0
8	I have experience in integrating various forms of media (images, audio, video, etc.) into learning	37.7	49.1	13.2	0
9	I am familiar with the concept of text transmediation in learning	17	37.7	41.5	3.8
10	I feel that a project-based learning approach through text transmediation can enhance my interest in studying Arabic literature	26.4	71.7	1.9	0

Assessment of students' needs regarding project-based learning model through transmediation in Arabic literature aims to gather information about students' expectations, preferences, and requirements within the context of Arabic literature instruction. By conducting this needs assessment, the goal is to gain a deeper understanding of how students wish to learn, what they expect from Arabic literature instruction, as well as the challenges or obstacles they encounter during the learning process.

Need Assessment of Alternative Project-Based Learning Models with Transmediation

The need assessment for project-based learning alternatives through transmediation aims to identify possible learning approaches that incorporate transmediation within the context of project-based learning, ensuring they align with the needs and characteristics of Arabic literature learning. The purpose of this assessment is to ensure that the approach provides a distinct learning experience for students in developing their understanding, skills, and achievement of learning objectives.

Table 4. Need Assessment for Applicable Project-Based Learning Alternatives through Transmediation

Alternatives through Transmediation					
No	Question	Alternative Answers (%)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
Poster					
11	I feel that using posters can enhance my understanding of Arabic literature concepts.	22	29	2	0
12	Poster can be a visual aid that helps me remember key information in Arabic literature.	23	28	2	0
Video Series					

13	I am interested in watching video series about Arabic literary works.	31	21	1	0
14	I believe that explanations in videos can help me understand the story and characters in literary works.	24	28	1	0
Drama Podcast					
9	I feel that drama podcasts help me understand the use of Arabic in a storytelling context.	15	32	6	0
10	Listening to drama podcasts makes me more interested in Arabic literature.	14	32	7	0
Interactive Website					
11	I believe that interactive guides on websites help me understand the background of Arabic literary works.	17	32	4	0
12	Interactive quiz games on websites make the process of learning Arabic literature more engaging.	18	32	3	0
Social Media					
13	I feel that Arabic literary quotes on social media spark my interest in learning more about these works.	23	22	8	0
14	Following social media pages that feature Arabic literary quotes makes me feel more connected to Arabic literature.	20	26	6	1
Interactive E-Book					
15	Interactive e-books help me better understand Arabic literary texts.	15	31	7	0
16	The integration of text, translation, and multimedia links in e-books helps improve my comprehension.	13	34	6	0

The assessment results indicate that various transmediation media in Arabic literature learning through project-based learning received positive responses. Video series emerged as the most engaging option, as they were considered helpful in understanding stories and characters. Posters were also deemed effective as visual aids for comprehending literary concepts. Drama podcasts were fairly popular, although some found them less suitable. Interactive websites with guides and quizzes were seen as useful in increasing student engagement. Social media had the potential to spark interest in Arabic literature, though not as strongly as other media. Meanwhile, interactive e-books were considered beneficial, especially due to the integration of text, translations, and multimedia, which aided in understanding Arabic literary texts.

2. Design

In the design phase, information from the analysis phase is transferred into documents that will be used to develop learning materials. The design aims to identify and document the best strategies for achieving the goals of media development. One of the documents produced in this phase is the storyboard, which follows the sequence of teaching activities based on learning needs and the objectives of the learning model obtained during the needs analysis phase (Hannafin & Peck, 1988).

At this stage, the preparation of the project-based learning model design through transmediation and the supporting system for Arabic literature learning activities is carried out. The product is developed according to the learning activity stages that refer to the project-based learning model through transmediation, which includes:

- a. Determination of fundamental questions → Selecting a topic relevant to real-world contexts and initiating an inquiry using students' analytical skills.

- b. Developing project planning → Determining project workflow and selecting activities to address the key question.
- c. Scheduling → Organizing the phases of student work in completing the project.
- d. Monitoring → Supervising and providing feedback on students' progress in completing the project.
- e. Testing the results → Evaluating the final results of students' projects.
- f. Evaluating the experience → Students reflect on their learning process and assess the effectiveness of the applied methods.

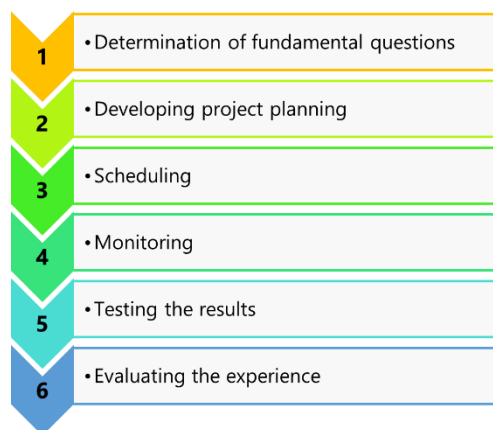


Figure 1. Stages of Project-Based Learning

This step aligns with the opinion of Muskania & Wilujeng (2017), who stated that project-based learning begins by presenting a problem that leads to a final product to be produced by students. After brainstorming, the next step is for students to be assigned tasks to create and design their projects. During the project design phase, students are guided to seek valid literature and sources, such as scientific journals.

Collaboration within the team during project-based learning is highly essential. Collaboration is a key characteristic of project-based learning activities, aiming to help students exchange ideas and develop strong communication skills. Furthermore, Astawa et al. (2017) explained that the stages of project-based learning train students to become active and creative thinkers while engaging in cooperative learning to work collaboratively.

a. Determination of Fundamental Questions

Learning begins with an essential question, which is a question that assigns students to engage in an activity. The assigned topic is relevant to real-world contexts for students and starts with an in-depth investigation.

b. Developing Project Planning

Planning is carried out collaboratively between the lecturer and students. This approach allows students to develop a sense of ownership over the project. The planning phase includes setting the ground rules, selecting activities that support answering the essential question by integrating various possible subjects, and identifying the tools and materials accessible to help complete the project.

c. Scheduling

Lecturer and students collaboratively create an activity schedule to complete the project. The activities in this stage include 1) Creating a timeline (time allocation) for project completion, 2) Setting a deadline for the final submission of the project,

3) Encouraging students to plan new approaches for problem-solving, 4) Guiding students when they develop methods that are unrelated to the project, 5) Asking students to provide explanations (justifications) for their choices.

d. Monitoring

A lecturer is responsible for monitoring students' activities throughout the project completion process. Monitoring is carried out by facilitating students at every stage. In other words, the lecturer acts as a mentor for student activities. To facilitate the monitoring process, a rubric is created to record all essential activities comprehensively.

e. Testing the Results

Assessment is conducted to help lecturers measure the achievement of standards, evaluate each student's progress, provide feedback on the level of understanding they have attained, and assist lecturers in developing future learning strategies.

f. Evaluating the Experience

At the end of the learning process, the lecturer and students conduct a reflection on the activities and outcomes of the completed project. The reflection process is carried out both individually and in groups.

All of these stages can be seen in the following table.

Table 5. Project-Based Learning Syntax through Transmediation for Arabic Literature Learning

No	Activities	
	Lecturer	Students
Phase	Determination of Fundamental Questions	
1	a. Dividing students into small groups. b. Explaining the objectives of the group project. c. Providing issues/problems related to the project.	a. Forming groups based on the assigned division. b. Asking questions related to the issues in the project.
2	Developing Project Planning	
	a. Guiding group members in identifying problems within the project. b. Organizing group members to select concepts and verify their accuracy. c. Organizing group members to formulate components of Arabic literature. d. Providing opportunities for group members to express their opinions.	a. Identifying problems by brainstorming ideas that can be integrated into the learning material. b. Selecting concepts and verifying their accuracy. c. Formulating Arabic literature components to be integrated into the learning material.
	Alternative Project Options	
	"From Text to Poster: Exploring Arabic Literature"	
	a. Organizing students to divide tasks for the "Exploring Arabic Literature" poster project. b. Guiding group members in scheduling project creation.	Dividing tasks among group members, formulating necessary tools and materials, designing activities, and setting a timeline for project completion.
	Video "Mysteries of Arabic Literature"	
	a. Organizing students to divide tasks for the "Mysteries of Arabic Literature" video project. b. Guiding group members in scheduling	Dividing tasks among group members, formulating necessary tools and materials, designing activities, and setting a timeline

	project creation.	for project completion.
	Podcast Drama “<i>Tales from Arabic Literature</i>”	
	a. Organizing students to divide tasks for the “Tales from Arabic Literature” podcast project.	Dividing tasks among group members, formulating necessary tools and materials, designing activities, and setting a timeline for project completion.
	b. Guiding group members in scheduling project creation.	
	Interactive Website “<i>Journey Through Arabic Literary Worlds</i>”	
	a. Organizing students to divide tasks for the “Journey Through Arabic Literary Worlds” website project.	Dividing tasks among group members, formulating necessary tools and materials, designing activities, and setting a timeline for project completion.
	b. Guiding group members in scheduling project creation.	
	Social Media “<i>ArabLit Chronicles</i>”	
	a. Organizing students to divide tasks for the “ArabLit Chronicles” social media project.	Dividing tasks among group members, formulating necessary tools and materials, designing activities, and setting a timeline for project completion.
	b. Guiding group members in scheduling project creation.	
	E-Book “<i>Exploring Arabic Literary Treasures</i>”	
	a. Organizing students to divide tasks for the “Exploring Arabic Literary Treasures” e-book project.	Dividing tasks among group members, formulating necessary tools and materials, designing activities, and setting a timeline for project completion.
	b. Guiding group members in scheduling project creation.	
3	Scheduling Guiding group members in creating a timeline for the project from planning to production.	Developing a project timeline from planning to production according to the agreed group schedule.
4	Monitoring a. Monitoring student activities. b. Tracking the progress of group projects.	Systematically creating the project according to the agreed group plan.
5	Testing the Results a. Evaluating group project presentations. b. Providing assessments on the produced work (project evaluation).	Presenting their work.
6	Evaluating the Experience a. Reviewing results and processes.	Reviewing results and processes.

The Project-Based Learning model based on transmediation in Arabic literature learning consists of several stages. First, students are divided into small groups and assigned a project related to Arabic literature issues, where they formulate questions and concepts to be used. In the planning stage, they select and develop literary components to be integrated into their projects, such as posters, videos, drama podcasts, interactive websites, social media, or e-books. Next, students create a work schedule and start developing their projects under the guidance of instructors. Throughout the process, instructors monitor progress and provide direction. Once the projects are completed, students present their work, which is then assessed based on quality and engagement in the learning process. Finally, an evaluation is conducted to reflect on the experience and enhance the effectiveness of future learning.

Description of the Alternative Project-Based Learning Prototype Implemented

This prototype is a project-based learning model that integrates the transmediation concept for Arabic literature learning. Its goal is to create an interactive and immersive learning experience that engages students in exploring Arabic literature through

various media. Additionally, it aims to enhance students' interest and understanding of Arabic literature by providing diverse and engaging learning experiences. By integrating multiple media, students will gain a deeper comprehension of cultural context, language, and meaning within Arabic literary works. This prototype also encourages active student engagement in literary exploration, the development of Arabic language skills, and an appreciation of Arabic cultural heritage through literature.

a. Poster “Exploring Arabic Literature”

This learning model provides a practical and in-depth experience for students in analyzing and illustrating Arabic literary works through poster media. Additionally, students will develop analytical, creative, and presentation skills through this activity.

b. Video Series “Mysteries of Arabic Literature”

This project aims to produce a short video series that explores famous Arabic literary works. Each episode will cover a single literary piece, summarizing its plot, characters, themes, and key analysis. The videos will feature Arabic narration with subtitles in the target language.

c. Podcast Drama “Tales from Arabic Literature”

This project focuses on creating an audio drama podcast that adapts stories from Arabic literature. Students will listen to narration, dialogues, and literary atmospheres, helping them develop a deeper understanding of the language and cultural context.

d. Interactive Website “Journey Through Arabic Literary Worlds”

This project aims to develop a website that provides an interactive guide to various Arabic literary works. The website will include author profiles, literary analysis, historical context, and interactive quizzes to test students' knowledge.

e. Social Media “ArabLit Chronicles”

This project utilizes social media platforms such as Instagram and Twitter to share engaging Arabic literary quotes, capturing students' interest and encouraging them to explore Arabic literary works further.

f. E-Book “Exploring Arabic Literary Treasures”

This project involves creating an interactive e-book containing Arabic literary texts, translations, annotations, and multimedia links. The e-book will be accessible on digital devices, allowing students to read and listen to Arabic literature flexibly.

CONCLUSION

The research findings indicate that Arabic literature learning in the classroom needs to be more interactive and engaging. Based on the needs assessment conducted among students, they generally seek a more interactive learning experience closer to the context of Arab literary culture. They find it challenging to comprehend certain concepts in Arabic literature and desire teaching methods that assist in this aspect. Furthermore, the current applied teaching model does not adequately meet the students' needs, especially with the shift from offline to online learning. Communication competencies in the teaching-learning process need to go beyond

interactions between instructors and students through written or oral means. Instead, there's a more crucial competence that students need to acquire, which is multimedia communication competence. This is referred to as multimodal literacy skills. Therefore, a multimodal learning model is chosen as an approach to address learning issues and enhance students' independent creativity.

REFERENCES

- Blackstone, B. F., & Lee, H. H. (2018). Preparing students for interpersonal communication: Project-based learning in an interactive multimodal learning environment. *Applied Learning Conference* 2018. <https://doi.org/10.25447/sit.16902700.v1>
- Chen, Y. (2010). Exploring dialogic engagement with readers in multimodal EFL textbooks in China. *Visual Communication*, 9(4), 485–506. <https://doi.org/10.1177/1470357210382186>
- Cocchetta, F. (2018). Developing university students' multimodal communicative competence: Field research into multimodal text studies in English. *System*, 77, 19–27. <https://doi.org/10.1016/j.system.2018.01.004>
- Danielsson, K., & Selander, S. (2016). Reading multimodal texts for learning; A model for cultivating multimodal literacy. *Designs for Learning*, 8(1), 25–36. <https://doi.org/10.16993/df.72>
- Febriyana, M., & Winarti. (2021). Efektivitas model pembelajaran berbasis student centered learning untuk meningkatkan hasil belajar mahasiswa pada mata kuliah microteaching. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 7(2), 231–235. Retrieved from <https://jurnal.umsu.ac.id/index.php/edutech/article/view/7055>
- Firmansyah, M. B. (2018). Multimodal conception in learning. *ISSLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture*, 2(1), 40–44. <http://dx.doi.org/10.17977/um006v2i12018p040>
- Groves, R. M., Floyd J. Fowler, J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2009). *Survey methodology*. John Wiley & Sons, Inc.
- Hannafin, M. J., & Peck, K. L. (1988). *The design, development, and evaluation of instructional software*. Macmillan Publishing Company.
- Hong, L. (2012). Application of the multimodal discourse analysis theory to the teaching of college English listening and speaking. *IERI Procedia*, 2, 319–324. <https://doi.org/10.1016/j.ieri.2012.06.095>
- Jamil, N. A., & Aziz, A. A. (2021). The use of multimodal text in enhancing students' reading habit. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 6(9), 487–492. <http://dx.doi.org/10.47405/mjssh.v6i9.977>
- Lau, S. M. C. (2020). Translanguaging as transmediation: Embodied critical literacy engagements in a French-English bilingual classroom. *Australian Journal of Applied Linguistics*, 3(1), 42–59. <https://doi.org/10.29140/ajal.v3n1.299>
- Lee, K. M., Park, S., Jang, B. G., & Cho, B.-Y. (2019). Multidimensional approaches to examining digital literacies in the contemporary global society. *Media and Communication*, 7(2), 36–46. <https://doi.org/10.17645/mac.v7i2.1987>
- McCormick, J. (2011). Transmediation in the language arts classroom: Creating contexts for analysis and ambiguity. *Journal of Adolescent & Adult Literacy*, 54(8), 579–587. <https://doi.org/10.1598/JAAL.54.8.3>
- Okudan, G. E., & Rzasa, S. E. (2006). A project-based approach to entrepreneurial leadership education. *Technovation*, 26(2), 195–210. <https://doi.org/10.1016/j.technovation.2004.10.012>
- Park, S. (2017). From print to digital: Composing multimodal text through

- transmediation. *International Literacy Association*. Retrieved from <https://www.literacyworldwide.org/blog/literacy-now/2017/03/17/from-print-to-digital-composing-multimodal-texts-through-transmediation>
- Tandiana, S. T., Abdullah, F., & Saputra, Y. (2020). Learning multimodality through genre-Based multimodal texts analysis: Listening to students' voices. *Vision: Journal for Language and Foreign Language Learning*, 9(2), 101–114. <https://doi.org/10.21580/vjv9i25406>
- Widyaningrum, L., Rizal, D., & Prayogo, A. (2022). Multimodal project-based learning in listening and speaking activities: Building environmental care? *EduLite Journal of English Education, Literature, and Culture*, 7(2), 209–223. <http://dx.doi.org/10.30659/e.7.2.209-223>
- Zurqoni, Retnawati, H., Rahmatullah, S., Djidu, H., & Apino, E. (2020). Has Arabic Language Learning Been Successfully Implemented? *International Journal of Instruction*, 13(4), 715–730. <https://doi.org/10.29333/iji.2020.13444a>