



## Multiliteracy Pedagogy in Literature Learning for Students' Critical Thinking Skills

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### Abstract

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This study aims to explore the application of multiliteracy pedagogy in literature learning as an effort to train students' critical thinking skills. This research uses a conceptual analysis method based on existing literature resources with a berrypicking technique. The data collection technique was carried out with a literature search of documents, phenomena, and problems of multiliteracy pedagogy in Indonesia. The findings of this study provide the concept of multiliteracy pedagogy-based literature learning to train students' thinking skills through stages, namely exploration, critical analysis of literature, work production, and collaborative reflection. Through these stages students are encouraged to think critically, creatively, and analytically. Literary works are used to introduce students to complex themes, characters, and messages, so that they can observe, evaluate, and make judgements based on evidence. This research reinforces the concept of multiliteracies pedagogy as an innovative approach to literature learning, which includes the mastery of multimodal literacy (textual, visual and auditory) and higher-order thinking skills and connects multiliteracies pedagogy with 21st century learning dimensions, such as critical thinking, collaboration and creativity.

#### *Kata kunci:*

multiliteracy pedagogy, literature learning, critical thinking, collaboration, creativity

## Introduction

Literature plays an important role in shaping personality, enriching insight, and training students' critical thinking skills. Through literature, students are invited to understand human values, aesthetics, and culture reflected in literary works. However, literature learning in schools often faces various obstacles that hinder the achievement of these goals. The obstacles experienced by literature learning in the context of formal education include curriculum issues, educators and students, infrastructure, and low literary reading.

The Ministry of Education, Culture, Research and Technology (MoECristek) has launched the Literature in the Curriculum Programme on the occasion of National Book Day on 20 May 2024. Through this programme, literature is incorporated into school learning in a co-curricular form. The programme aims to hone students' creativity and critical reasoning. On the other hand, not all educators have sufficient understanding and expertise in literature. The lack of knowledge and skills of educators in teaching literature can affect students' interest and understanding of literary works (Febriani et al., 2023). The learning approach is still dominated by conventional and rote-orientated methods. Teachers often only emphasise on theoretical knowledge aspects, such as recognising the intrinsic and extrinsic elements of literary works, without actively involving students in the process of exploration, interpretation and appreciation of literature. As a result, literature learning becomes less interesting and irrelevant

to students' lives. Therefore, innovative approaches and updated teaching methods are needed so that literature can be taught effectively and interestingly for students (Mirnawati, 2015)

In a survey conducted by the Centre for Research on Culture and Education (2021), only 35% of students showed an interest in literature, largely due to the lack of connection between literary material and the current context. In the digital era, students are more likely to be interested in visual and digital media, so printed text-based literature learning is less desirable. Efforts to overcome this are to transform literature learning to make it more relevant to the needs and demands of modern times (Misriani et al., 2022) . The transformation of literature learning includes the integration of digital technology, a more interactive and creative approach, the use of multimedia resources, and the utilisation of literary literacy as a tool to build understanding and appreciation of literary works.

Literacy skills are no longer limited to reading and writing in the form of printed texts, but they read and write with specific genres that involve social, cultural and political purposes (Caughlan, 2008) . The concept of literacy has evolved into multiliteracy, which includes the ability to understand, interpret and produce information through various modalities such as text, images, audio, video and digital media. Multiliteracy is a design that can be used to understand various types of texts and various forms of media generated from various new technologies through pedagogical concepts that provide educators with opportunities to convey information to students using text and media forms (Abidin et al., 2015). Cope & Kalantzis (2009) state that 'the use of the term multiliteracy is based on two arguments that are closely related to culture, educational institutions, and global demands'. This is because multiliteracy is concerned with how to communicate information in a variety of media, thus enhancing the meaning of language and culture for the development of one's capabilities. Mastering multiliteracies not only helps students understand information more deeply, but also trains them to think critically, creatively and innovatively

The multiliteracy practice conducted by Graham & Benson (2017) , is based on multimodal aspects of literacy which include linguistic competence, visual competence, audio competence, gestural competence, and spatial competence. Students are directed to utilise film media and television shows as material for analysis. Linguistic competence focuses on the analysis of spoken language as in everyday life, including structure, organisation, language style, character personality, and the cultural context of the community in the character's life. Spatial competence concerns the analysis of the use of space and its influence on the character. Gestural competence focuses on analysing the actions performed by the characters. Visual competence deals with how things can be observed, whether things, attitudes or goods

The study of multiliteracy model can be implemented in literature learning at school (Graham & Benson, 2017). Various studies on the implementation of multiliteracy learning have been conducted, research (Dafit, 2010; Thorne & May, 2008) proves that multiliteracy learning is able to improve student competence at the elementary school level. At the secondary school level, the multiliteracy model is also proven to be more effective, especially in learning to write (Rifai & Setyaningsih, 2019) . At the higher education level, multiliteracy learning can encourage increased student competence in various aspects (Untari, 2013) in practice situations, critical thinking reflection, open learning, and transformative practice (Sari et al., 2013) . These studies show that multiliteracy learning is very potential in developing students' competencies at various levels of education

Although various studies have been conducted, studies related to teacher competence in implementing multiliteracies pedagogy are rarely studied in depth. Based on this, further research is needed to explore the effective implementation of multiliteracies pedagogy in literature learning and evaluation models to measure holistic achievement. This research aims to explore the concept of multiliteracy pedagogy applied in literature learning to train students' thinking skills.

## Methods

This research uses a qualitative approach. According to Sugiyono (2013) qualitative research is a research method based on philosophy, which is used to research on scientific conditions (experiments) where the researcher is an instrument, data collection techniques and qualitative analysis are more emphasis on meaning. The research method used is conceptual analysis. The conceptual analysis method in the analysis process is based on existing literature resources. The database used in conceptual analysis comes from literature searches by utilising searches with berrypicking techniques on several journal databases such as Google Scholar on the topic to be discussed. Data collection techniques were conducted through documentation and notes. Documentation was done by searching the literature on documents, phenomena, and problems of multiliteracy pedagogy in Indonesia. The literature search included research studies rooted in scientific journals, proceedings, and reference books. The literature search was conducted by checking the bibliography of an article, conducting a citation search of the published article, identifying the community of scholars and journals that commonly publish on the topic being studied, and checking the abstract and index of the bibliographic database (Bates, 1989). Data were collected by searching for literature related to multiliteracy pedagogy from various reference sources. This analysis technique treats a "concept" as a class object, event, property, or relationship that can expand the understanding of how to identify a phenomenon so that it can be classified in a concept (Furner, 2004) The phenomenon studied was the practice of multiliteracy pedagogy in Indonesia. Data analysis uses an integrated flow model that includes three stages, namely: (1) data reduction, (2) data presentation, and (3) verification (Miles et al., 2014) This research provides a comprehensive understanding of multiliteracies pedagogy in developing students' critical thinking skills in literature teaching.

## Result and Discussion

Results and discussion are presented in three sections, namely the concept of multiliteracy pedagogy, critical thinking ability, and multiliteracy learning concept in literature learning for critical thinking skills.

### *The Concept of Multiliteracy Pedagogy*

Multiliteracies pedagogy is a learning approach that emphasises the mastery of different types of literacy, including textual, visual, digital and multimodal literacies, to understand and produce meaning in diverse contexts (Cope & Kalantzis, 2000). Bianco (2000) states that the goals of multiliteracy pedagogy are to improve learners' ability to understand increasingly complex language and reading codes; to improve learners' ability to use the various language codes used; and to improve learners' ability to understand and produce deeper and more detailed meanings by integrating language with different cultures and knowledge (multicultural, multimodal and multilingual). The concept of multiliteracy education was also introduced by McKee and Ogle (2005), who viewed literacy as the ability to use reading, writing, listening and speaking more effectively to improve thinking and communication skills. In addition, this definition was extended to include the ability to critique, analyse and evaluate information from a variety of sources in different disciplines (Pullen and Cole, 2010). This opinion is in line with Ivanic (2009), that multiliterate education is a process where learners are challenged to learn and apply practical literacy, which acts as a mediating tool to learn various concepts in the curriculum.

In literature learning, this multiliteracies pedagogy is particularly relevant because literary texts often contain linguistic, aesthetic and cultural complexities that require a variety of thinking skills to be understood and appreciated. Morocco & Hindin (2008) state that multiliteracy skills that must be mastered in order to be able to support and develop 21st century competencies include in-depth comprehension reading skills, good writing skills to construct

and express meaning, accountable speaking skills, and skills to master various digital media in relation to various fields of science.

Multiliteracy learning develops student-centred scientific thinking skills. Multiliteracy learning encourages students to develop problems. There are four descriptions of multiliteracy learning dimensions introduced by New London Group (1996). Firstly, *situated practice*. This dimension describes learners' life experiences. It helps students understand literacy by linking it to personal, cultural and community experiences and makes learning more relevant to students' social backgrounds. Second, *overt instruction*. This dimension involves metaphors to deconstruct concepts and multimodal ways to construct meaning. It aims to provide students with a clear conceptual framework for understanding texts and multiple modalities and develop critical analysis skills of different types of texts. Third, *critical framing* of the cultural and social context. In this dimension, meaning is introduced and understood as a cultural and social context. This dimension aims to help students think critically about how texts are influenced by and affect power, culture and social values. Fourth, *transformed practice*. This dimension is an attempt to transform meaning in social and cultural dimensions. The aim of this dimension is to help students use literacy to create creative solutions to problems or produce new work.

Multiliteracies pedagogies are oriented towards developing skills in multiperspectives and multidimensionality. In his view, multiliteracies pedagogies are built on the basis of socio-cultural situations which are fundamental elements and are one form of education based on a multicultural approach (Herlambang, 2018). Multiliteracy pedagogy emphasises the use of information media and real-life situations to optimise student potential. Education with this concept is directed not only to master concepts and content mechanically, but is associated with the socio-cultural context of Indonesian society. Multiliteracy pedagogy accommodates students' styles and thoughts so as to develop students' potential, interests, and talents, critical thinking skills, and communicative in facing the challenges of the times.

Multiliteracy learning provides more opportunities for students to reflect on learning (Wulandari et al., 2021). The multiliteracy learning process is designed to attract students by using various sources of information, such as pictures, videos, or PowerPoint presentations. Multiliteracy learning gives students the opportunity to see, then with the help of the teacher, solve problems with planning steps, make students ready to do the learning process, and make conclusions. In the end, it is expected that the implementation of multiliteracy learning will improve teacher and student activities, thus improving student learning outcomes.

### ***Critical Thinking Ability***

Multiliteracy learning trains students to think critically and creatively. Critical thinking is thinking using reasoning, reflective, responsible, and expert in thinking or student skills to solve a problem by developing student potential (Hidayat et al., 2019; Widodo, 2016). The concept of critical thinking is one of the most significant trends in education and has a dynamic relationship to how teachers teach and learners learn (Zetriuslita et al., 2016). Critical thinking skills can help think rationally in overcoming the problems faced and find alternative solutions to these problems (Syafuruddin & Pujiastuti, 2020). Critical thinking is able to make students more sensitive to the situation, so that students are able to sort out the information they receive. Critical thinking is interpreted as reflective thinking to determine decisions or actions (Indriana & Maryati, 2021). Critical thinking skills can equip students to face and solve problems and position themselves in various situations experienced in society.

High-level thinking means the ability of learners to connect learning with other things that have never been taught (Istiyono et al., 2014). According to Brookhart (2010) higher order thinking skills are (1) higher order thinking is at the top of Bloom's cognitive taxonomy, (2) equipping learners to transfer knowledge, (3) being able to think means that learners are able to apply the knowledge and skills they develop during learning to new contexts. The study of critical thinking strategies, offers a philosophical taxonomy that combines the traditions of

education, philosophy, and critical thinking (Ennis, 1996) .) Ennis defines the skills involved in critical idea generation into three types, namely meta-components, performance components, and knowledge at the lowest level, followed by comprehension components, knowledge acquisition. Bloom's taxonomy of education, places application, analysis, and synthesis, with evaluation at the highest level (Bloom, 1956)

Individual critical thinking can be assessed through the dimensions of reasoning (Elder & Paul, 2008). The first dimension is the elements of reasoning, including: purpose, questions, assumptions, points of view, information, concepts, inferences, and implications. The second dimension is the intellectual standard of reasoning that is used to measure each of the elements of reasoning in the first dimension. The intellectual standards of reasoning include clarity, accuracy, precision, relevance, depth, breadth, and logic. Facione & Gittens (2016) ) revealed that critical thinking skills are a series of thinking activities marked by six critical thinking indicators, namely, interpreting, analysing, inferring or concluding, evaluating, explaining, and self-regulation. Details of the form of critical thinking skills in each indicator as presented in the following table.

Table 1. Facione's Critical Thinking Ability Indicators

Ability	Description
Interpretation	The ability to understand and know the meaning or intent of a varied experience, situation, data, event, decision, convention, belief, rule, procedure, or criteria.
Analysis	The ability to identify intent and appropriate relationships between statements, questions, concepts, descriptions, or other forms of enquiry to express beliefs, decisions, experiences, reasons, information, or opinions.
Evaluation	The ability to judge the credibility of a statement or other presentation by assessing or describing a person's perception, experience, situation, decision, belief, or opinion; and to assess the logical strength of inferential relationships between statements, descriptions, questions, or other presentations.
Inference	The ability to identify and select elements necessary to make reasoned inferences; to form reasoned hypotheses; to attend to relevant information and mitigate the consequences of data, statements, principles, evidence, judgements, beliefs, opinions, concepts, descriptions, questions or other presentations.
Explanation	The ability to state the results of one's process, the ability to justify one's reasoning based on certain reasonable evidence, concepts, methodologies, criteria, and criteria; and to explain one's reasoning with convincing arguments.
Self regulation	One's awareness to monitor one's own activities, the elements used and the results developed by applying the ability to analyse and evaluate one's own ability to make decisions in the form of questions, confirmation, validation or correction.

Critical thinking is a mental activity of review, judgement, in an attempt to make a decision, to interpret something rationally (Mcgregor, 2007) . According to(Elder & Paul, 2008)there are 6 levels of critical thinking ability, namely (a) unreflective thinking, (b) challenged thinking, (c) beginning thinking, (d) practicing thinking, (e) advanced thinking, and (f) master thinking. On the other hand, Gokhale (1995) states that critical thinking skills include analysis, synthesis, and evaluation. Analysis is the skill of decomposing a structure into components in order to know the organisation of the structure. The purpose of analysis is to understand global concepts by decomposing or detailing them into smaller parts. Synthesis is the skill of combining parts into a new formation or arrangement. Evaluation is a stage of cognitive thinking that requires students to synergise other cognitive aspects in assessing facts or concepts.

Critical thinking skills can be developed through literary works. Literary works can stimulate students to think critically about the themes, characters, and messages contained in the text. Through the analysis of literary works, students are invited to observe, analyse and assess the information they receive. Students are also invited to question and understand different points of view in literary texts, as well as develop their ability to make their own judgements based on available evidence (Abida, 2016)

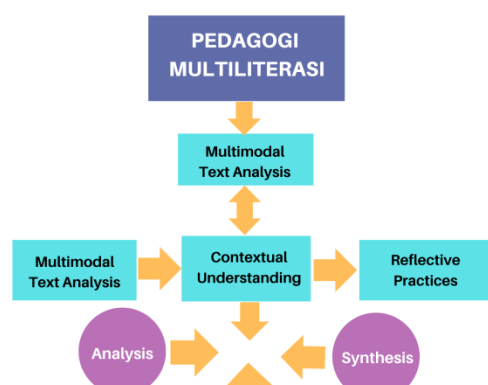
The analysis of literary works involves analytical discussion, evaluation and reflection on literary texts. Critical thinking skills through the study of literary works include several important aspects.

- a. Analyse and evaluate, where students are given texts rich in metaphors, symbols and descriptive language to learn to evaluate the meaning behind the words and symbols.
- b. Inference making, where students are trained to make inferences or conclusions based on evidence contained in the text.
- c. Problem solving and logical reasoning, where students solve problems faced by the characters in the story by analysing the situation, considering various possible solutions, and determining the best course of action based on logic and evidence in the text.
- d. Argument development, which is a class discussion that gives students the opportunity to develop and put forward arguments about the interpretation of the text.
- e. The introduction of diverse perspectives, i.e. through discussion, students learn to understand and appreciate different views, and develop empathy and understanding of the complexity of human experience.
- f. Self-reflection, where students can relate the themes, characters and situations in the story to personal experiences, as well as consider the views and values influenced by the text read.

### ***Multiliteracy Learning Concept in Literature Learning for Critical Thinking Skills***

Literature learning is important because it introduces students to meaningful contexts that are full of descriptive language and interesting characters. Literature learning involves learning to evaluate, make inferences and reach conclusions based on evidence (Carr, 1998). Through literature, students learn to actively engage with texts while simultaneously considering ideas, values and ethical questions. In addition, they will learn how to analyse the text based on logical reasoning, synthesise and evaluate the information contained in the text.

The dimensions of multiliteracy learning can be linked to students' critical thinking skills as shown in the following chart.





### Flowchart 1. The relationship between multiliteracy pedagogy and critical thinking

Literature learning based on multiliteracy pedagogy includes several stages to train students' thinking skills. These stages are described as follows.

#### a. Exploration

The exploration of multimodality in literature learning involves the use of different forms of media. Teachers introduce literary texts traditionally, through the reading of written texts. This exploration helps students understand and express the meaning of literary texts in a richer and deeper way. Students can be directed to discuss literary structures such as the main theme, plot, characters and language style in the text. This activity not only enriches students' learning experience but also enhances critical, creative and analytical thinking skills

Introduction to literary texts is not only done through written texts but also using audio media to train auditory literacy. Teachers can utilise audio such as recordings of poetry readings, story narratives or author interviews. In addition, teachers can also introduce visual elements relevant to literary texts, such as illustrations, photos, or video adaptations. (Costabile-Heming & Halverson, 2023) emphasise the importance of digital resources such as audio and video to enrich the reading experience. The exploration of literary texts is inseparable from the utilisation of technology. E-books and audiobooks have made literary works more accessible to a wider audience, influencing reading habits and experiences (Spjeldnæs & Karlsen, 2022) . The integration of multiple modalities (textual, visual, and auditory) helps students to understand literary texts more deeply.

#### b. Critical and Creative Analysis

Literature plays an important role in the critical teaching and learning process by providing materials that encourage interpretation, collaboration, and problem solving in the context of foreign language education. Through literature, students can reflect on language use, cultural knowledge, create discourse, foster critical and creative thinking skills. Through literature, students learn to actively engage in the text while simultaneously considering ideas, values and ethical questions. In addition, they will learn how to analyse the text based on logical reasoning, synthesise and evaluate the information contained in the text.

Critical and creative analysis encourages students to identify, understand and evaluate elements in literary texts, such as themes, symbols and characters, and relate them to contemporary issues. This activity engages critical thinking skills in reading, leading students to go beyond a literal understanding of words. By thinking critically, students learn to investigate deeper meanings, look for implications and context, and identify the author's purpose. Through literary analysis, students are invited to question and explore different points of view, and hone their ability to interpret the meanings hidden in literary texts. Thus, students' critical thinking skills can be well honed through literary learning

#### c. Project on Producing Literary Works

The producing literature project is a learning method that actively involves students in creating creative works based on the literary texts studied. This approach not only helps students understand literary texts more deeply but also develops critical, analytical and creative thinking skills. Some forms of literary works that students can produce include short stories as a reinterpretation or development of characters or themes in literary texts, poetry, drama or theatre scripts, comics, illustrations or short videos that visualise the story, as well as blogs or literary analysis articles. Project-based learning helps students gain solid, meaningful-use knowledge and skills that are built through authentic tasks and work (Enciso et al., 2017). In addition, project-based learning also emphasises the process of constructing knowledge through real-world experiences and interpersonal cognitive negotiations that take place in a collaborative working atmosphere.

#### d. Reflection and collaboration

Reflection and collaboration are important elements in literature learning that can enhance students' understanding of texts, broaden perspectives, and encourage the development of social and emotional skills. Reflection in learning is an activity carried out in the teaching and learning process in the form of written and oral assessments by teachers for learners and by learners for teachers to express constructive impressions, messages, hopes, and criticisms of the learning process. With reflection, positive information will be obtained on how teachers can improve the quality of learning, as well as the extent to which learning outcomes are achieved. The two approaches complement each other and help to create interactive, inclusive and meaningful learning.

### Conclusion

This research highlights the importance of applying multiliteracy pedagogy in literature learning to train students' critical thinking skills. Multiliteracies pedagogy is proven to be effective in overcoming the obstacles of literature learning in schools, such as low student interest and limited teacher understanding. By integrating digital technology, multimedia resources, and interactive approaches, students can develop critical, creative, and analytical thinking skills through exploration of literary texts, critical analysis, production of literary works, and reflection and collaboration.

Literary works can help students improve critical thinking skills by encouraging them to think critically about the themes, characters, and messages contained in the text. Students are also invited to observe, analyse and assess the information they receive through the analysis of literary works. In addition, students are also invited to question and understand different points of view in literary texts, which helps to make better judgements about the literary works read. Multiliteracies pedagogy provides an approach that is relevant to the demands of modern times while developing students' competence in understanding the cultural, linguistic and aesthetic complexities contained in literature. This research strengthens the concept of multiliteracies pedagogy as an innovative approach to literature learning, which includes the mastery of multimodal literacy (textual, visual and auditory) and higher-order thinking skills and connects multiliteracies pedagogy with 21st century learning dimensions, such as critical thinking, collaboration and creativity.

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