PIONEER

DEVELOPING 21ST CENTURY EDUCATION AND DIGITAL LITERACY SKILLS THROUGH INTERCULTURAL CITY STORIES PROJECT: MULTIMODAL NARRATIVES ABOUT URBAN CULTURES

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Abstract: As a higher education institution that highlights the 21st education, Sampoerna University has encouraged the lecturers to do projects that give students opportunities to develop skills needed in Industry 4.0, so that students can participate in the global competition. Besides having the skills, the students must also have Intercultural Communicative Competence (ICC) to be able to participate in the competition. By knowing the importance of the skills and the competence, students of Sampoerna University participated in a collaborative project with students from Malmo University in Sweden. The project encouraged learners to develop their critical, creative and digital skills by collaboratively studying the city as a text. The focus was on critical multiliteracy and the promotion of intercultural communicative competence through first-hand experiences of virtual exchanges in cross-cultural groups. The objectives of this research are to find out how Intercultural City Stories project applies the elements of Intercultural Communicative Competence, to analyze how Intercultural Communicative Competence makes impacts on Cross Cultural Understanding, to observe how the digital outcome of multimodal narratives improves the understanding of Intercultural Communicative Competence and digital literacy, and to identify the reasons why Intercultural Communicative Competence plays important roles in the 21st century education and in literacy.

Keywords: *cross-cultural understanding, intercultural communicative competence, multimodal narratives, multiliteracy*

INTRODUCTION

The world is in the midst of a significant transformation in all aspects, where people are faced with the major shift of how industry takes place in the society and how it affects the skills needed to go alongside with the rapid advancement of technology. This transition is often called Industry 4.0, a phase in the Industrial Revolution that greatly focuses on interconnectivity, automation, machine learning, and real-time data.

sometimes It is also referred to as IoT (Internet of Things), where the things (devices) around the world are connected to the internet, all collecting and sharing data.

Since data are shared globally in Industry 4.0, people are also connected worldwide, and Information exchange around the world is happening vastly every day. It affects how business, industrial, infrastructural, science, educational, and media sectors are running, and also affects the skills of people. It re-examines the skills of the workforce needed to face the industry because in Industry 4.0, workplaces are turning into workspaces, consisting of a complex network of people, technologies and practices that create a potential globally shared space. Workspaces are dynamic and highly adaptable, and the units are bounded by exposures of different kinds of information and communications technology routes.

With this transformation of workforce, the terms "literacy in 21st century for industry 4.0" emerged and the literacy skills needed in the industry also evolve around digital and information literacy: the ability to search and make use of information for the incorporating communication, collaboration, teamwork social awareness in the digital environment, and to have understanding of e-safety and creation of new information. Both digital literacy and information literacy are underpinned by critical thinking and evaluation. Therefore, these types of literacy have brought forward four core skills to enable workforce to compete in the global competition and they are often called "The 4Cs of 21st Century Skills".

The 4C's of 21st Century Skills focus on Communication, Collaboration, Critical Thinking, Creativity, and Innovation. these skills are fundamental to prepare workforce to get into the industry 4.0. Cooper (2016) elaborates how each skill takes major contribution to catch up with the advancement of technology. Effective and powerful communication skills (sharing thoughts and ideas, questions, and solutions) in the technological age can be both hard and easy. Technology has provided more favorable ways to communicate, but sometimes these various ways can become overwhelming. Therefore, people must have the ability to communicate effectively as well as the ability to use digital tools. As the world goes more interconnected, collaboration will become a more essential skill because collaboration is all about putting talents and expertises together to reach goals, and the use of technology makes the collaboration with people around the world highly possible.

Critical thinking is perceiving problems in a new way and connecting learning across subjects and disciplines. It is the ability to design and manage projects, to make effective decisions using a variety of tools and resources, and to solve problems. Thinking critically requires people to acquire, process, interpret, rationalize, and critically analyze large volumes of often conflicting information. Digital tools and resources can support the process of critical thinking, particularly when used to create authentic and relevant experiences. Creativity is often described as the pursuit of new ideas, concepts, or products that meet a need in the world. According to D'addario (2020), Creativity is trying new approaches to innovation and invention; it has elements of creativity and is often examined as the realization of a new idea to make a fruitful contribution to a particular field. Creativity also includes concepts of economic and social leadership for actions.

The knowledge and digital era demand people with higher order thinking skills: the ability to think logically, to solve problems by identifying and describing the problem, to critically analyze the information available, to generate the knowledge required, to frame and test various hypotheses, to formulate creative solutions, and to take action. These 4C skills need to be supported with competences that enable people to understand various contexts to communicate and collaborate with people around the world to later invent and innovate. That is called Intercultural Communication Competences (ICC). ICC was triggered by the fact that the changing of the global environment also brings the increasing cultural diversity in many contexts, and communication that lacks appropriate cultural content often becomes the source of serious miscommunication and misunderstanding. Thus, there has been a growing recognition for the need for an intercultural competence. (Irwandi, 2017).

Due to the growing recognition and needs of having cultural literacy, these skills and competences should become highlights and should be introduced at the early stage: schools, where the students later become work-and-world ready. By having these skills and knowledge from the early stage, learners would be more aware of varieties of cultural values and more aware of pluralism. They will have more understanding and more tolerance of differences and those skills would be very beneficial to the future working world as they would come across colleagues and partners from other parts of the world. However, knowledge of the global values and the skills can be acquired through projects. Projects that become the platform to develop these skills and competences need to be

promoted, and one of the strategies is to support the opportunities to collaborate with universities in other countries.

The collaboration between Sampoerna University and Malmo University in Sweden became a steppingstone to promote projects that enhance 4C skills and ICC. Through a project called Virtual Exchange (VE) in a lens of multimodal narratives, the participants were encouraged to develop their critical, creative, and digital skills by collaboratively studying each city as a text. The focus is on critical multiliteracy and the promotion of intercultural communicative competence through firsthand experiences of the virtual exchange in cross-cultural groups. This project would also make the intercultural collaboration possible by having work groups from two across-countriy Universities: Malmö University in Malmö, Sweden and Sampoerna University in Jakarta, Indonesia, so they could share their experiences of the narratives on their cultures as well as prompt their literacy skills especially in 4Cs domains: Communication, Collaboration, Critical Thinking, and Creativity.

The study analyzes how Intercultural Communication Competence (ICC) takes place in the project and how sharing experiences of the narratives on their cultures could prompt their literacy skills especially in 4Cs domains: Communication, Collaboration, Critical Thinking, and Creativity. The objectives of this research are to find out how Intercultural City Stories project applies the elements of Intercultural Communicative Competence, to analyze how Intercultural Communicative Competence makes impacts on Cross Cultural Understanding, to observe how the digital outcome of multimodal narratives improves the understanding of Intercultural Communicative Competence and digital literacy, and to identify the reasons why Intercultural Communicative Competence plays important roles in 21st century education and in literacy.

REVIEW OF LITERATURE

This study's backbones of theories are highly related to Intercultural Communication Competence (ICC), with some elaboration on Multimodal Narratives and Virtual Exchange as part of the process.

Intercultural Communication Competence (ICC)

Intercultural communicative competence, or ICC, refers to the ability to understand cultures, including our own culture, and to use this understanding to communicate with

people from other cultures properly.to have the competence, there are some skills that the learners need to develop, including writing some guidelines, reading and discussing guides written by visitors, researching aspects of a target culture in various media including cinema, literature and television, and giving presentations on aspects of the target culture.

According to Rocha (2014), Intercultural Communicative Competence (ICC) needs to be incorporated in the language curriculum if educators hope to help students develop an appreciation for the language and culture studied, an awareness of their own culture, and the development of skills that will allow them to be competent adaptable communicators. Rocha suggests that skills to have the competence need to be placed in the curriculum to be able to create the inclusive mindset of the students.

ICC takes an important role since based on Hennebry's observation in 2014, "culture is the marginalized sister of language" and this view is accepted in most language classrooms, stating that "it would be nice if we are studying the language to know a bit more about the country and what people are like there". However, what becomes a problem is that language classrooms mostly focus on the language as communication, while the context in which that communication occurs, and which gives meaning to the messages, is often relegated to the second place. Thus, it is necessary to understand what it means by the culture that needs to be promoted in class. Elements of culture both conscious and unconscious (beliefs, values, perceptions, food, language, festivals) influence people's actions, behaviors and the way people interact with each other. In addition, oftentimes these hidden elements of culture are the ones responsible for cultural shocks and misunderstandings, potentially leading to stereotyping and even prejudice. Therefore, ICC has to be taken into account; as one of major considerations in inserting knowledge and skills in classroom, since language is not only a means of communication but also a means to understand others' cultural contexts and values.

Following a concept and vision of language learning as the development of linguistic, social, cultural, as well as critical skills, Byram (1997) proposed his ICC model as an alternative to enhance the process of language learning beyond the traditional linguistic and communicative abilities. Byram mentions four competences involved in language learning, they are linguistic, pragmatic, sociolinguistic, and intercultural. In addition, Byram's view of Intercultural Communicative Competence comprises five

dimensions: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness.

These skills aim at developing intercultural speakers, who are capable of interacting and maintaining successful relationships with speakers of other cultures as well as keeping aware of the importance of freedom, democracy, and cooperation. However, the way cultural products and symbols operate might be better understood from a multimodal perspective of interactions (Benavides, 2019).

Multimodality Approach to Make Meanings

Technology has reformed the way we produce and exchange information. it has developed new modes of communication and socialization. As technology increasingly becomes an intrinsic component of life and learning, learners must develop a critical digital literacy to understand various cultural contexts and to equip themselves with the capacity to examine features of digital media, so that they are able to verify information before conveying the messages to other people (Darvin, 2020). The increasing use of digital technology enables the combination of resources and makes it easier than ever to make meaning by using a wide range of modalities and media. Using various modes to create meaning and mediate it using digital devices affect the nature of what is communicated. Today's learners are keen users of these possibilities: they read and create texts that are often a combination of writing, composition, pictures, moving images, and sound, mediated through digital tools such as computers and mobile phones (Lemke, 2006, Qtd in Magnusson and Godhe, 2019).

As communication practices have been increasingly shaped by developments in information and various multimedia technologies, it is no longer possible for us to think about literacy merely as a linguistic accomplishment (Jewitt, 2008, p. 241) and Multimodal is the combination of two or more of these modes to create meaning. To make meaning is to participate actively in an ongoing process that can be understood as design. Design refers to meaning-making and learning at the same time, although learning stems come from the pedagogical tradition, while meaning-making stems from semiotics. Looking at these combination of two elements, Kress (2010) considers meaning-making as learning:

> Learning is the result of the transformative engagement with an aspect of the world which is the focus of attention by an individual, on the basis of principles brought to her or him to that engagement; leading to a transformation of the individual's semiotic/conceptual resources.

Multimodality approaches representation and communication as something more than language. It explores a variety of semiotic resources and media used by people to make meaning, such as image, speech, gesture, writing, three-dimensional forms, etc.

Virtual Exchange: a Platform to Create Multimodality Implementing Intercultural Communication Competences.

Virtual Exchange (VE) is a practice that consists of sustained, people-to-people education programs or activities in which constructive communication and interaction take place between individuals or groups who are geographically separated and/or from different cultural backgrounds. It makes use of different types of technologies, with the support of educators or facilitators and is supported by research. Virtual Exchange combines the deep impact of intercultural dialogue and exchange with the broad reach of digital technology.

Virtual Exchange aims to allow an increasing number of people to have a meaningful intercultural experience as part of their formal and/or non-formal education. It also fosters the development of what have been acknowledged as employability skills such as digital competence (the ability to communicate and collaborate effectively online), foreign language competence, communication skills, media literacy, and the ability to work in a diverse cultural context (Evolve Erasmus, 2020).

METHOD

This is a qualitative research and was conducted by having a virtual collaborative project: Reading the city, consisting of groups whose members were combination among 11 Faculty of Education students from Sampoerna University and 11 Teaching Faculty students from Malmo University.

The research project took place during the first six weeks of the semester, starting on 5 February 2020, when the students from Sampoerna University met students from

Malmö University virtually and created groups for the research project. The students were divided into five groups, where each group should come up with some narratives and supporting media like photos and videos before they decided the topics of their group's project. Each group came up with different topics, they were: Food, Public Transportation and Poem, Fashion and Cultural Identity, Street Arts and Poem, and Religion Acculturation.

While the groups were doing the project, students of Sampoerna University were also doing some excursion to some corners of the city to support their VE projects with Malmö and stopped before the CoVid 19 outbreak. the students and the researcher went to three places; they were: Jakarta's Chinatown (Gadjah Mada Street - Glodok), Tangerang's Chinatown and Kampung Bekelir in Tangerang, and Sindang Barang Cultural Village in Bogor.

The data collection techniques were observation and interview. and since they created multimodal narrative and reflection videos and e-portfolios, the content analysis method was also considered. The e-portfolios covered these components: The experiences when the first encounter with friends in Malmo, the process of communication with them is well explained (the misunderstanding, the upsetting moments, the kindness, the wittiness, the new cultural exchange lesson), the collaborative process in doing the project , the product, and, the self-reflection for the whole process in VE project, the description of places for excursion (the location, the length of trip, the journey, the historical, social cultural, economic, religious values, or other values they might find), and the self-reflection of the place (their own curiosity, their unanswered questions, their understanding, and their perception). While the reflection videos contained similar topics with a different presentation.

FINDINGS AND DISCUSSION
Findings

The VE research project was part of a Literature for Younger and Older Children course, therefore the course was carefully designed to meet the course's and research project's objectives. However, the core objectives of the two were encouraging students to demonstrate the ability to apply critical digital and multiliteracy skills by constructing meaning from visual, written and audio texts through interpreting, analyzing,

exemplifying, communicating and creating multimodal artifacts, and to demonstrate awareness of multicultural and international issues and ability to self-assess intercultural communicative competence by making judgements based on criteria as they connect to the Virtual Exchange process.

The VE project gave three big tasks to be inserted in the multimodal narratives: The names' meaning and favorite corners of the city, the stories (and history) of the corners, and the popular and critical perceptions of the city. Each group consisted of two or three Faculty of Education students from Sampoerna University and two or three teaching faculty students from Malmo University. The details of the group and their topics are shown in the table as follows:

Table 1. The Group and Their Members

Group	Members	Topics	Multimodal Narratives
Group 1	3 students of Malmo University. 2 students of Sampoerna University.	Cuisinie Culture in the City and Country	https://youtu.be/7cSblR4o57k?list=PLyt 6f-KMeR9O8oMJRNrBcY19BV7yxawbp
Group 2	2 students of Malmo University. 2 students of Sampoerna University.	Public Transportation and Poem	From Malmo: https://www.youtube.com/watch?v=LH6 IF20uOxk&feature=youtu.be From Jakarta: https://youtu.be/S3EG3wJGYvI
Group 3	2 students of Malmo University. 3 students of Sampoerna University.	Fashion and Cultural Identity	From Malmo: https://docs.google.com/presentation/d/e/ 2PACX-1vR03tGL5Fj8EJflIcsFYDHoSOxQPasft yViy1KAlUMSOTYFFMcGbHhO_hL_ ulaPBFjayaM9nWnNVz3B/pub?start=fal se&loop=false&delayms=3000&slide=id .p https://www.youtube.com/watch?v=5VB JFv_HA10&feature=youtu.be From Jakarta: https://trello.com/c/J0KKCMdl/38-final-product
Group 4	2 students of Malmo University. 2 students of Sampoerna University.	Street Arts and Poem	From Malmo: https://emmalinnknutsson.wixsite.com/m almograffiti From Jakarta: https://www.flipsnack.com/extraordinary streetart/literature.html
Group 5	2 students of Malmo University. 2 students of Sampoerna University.	Religion Acculturation	From Malmo: https://fontasiewiczkaroli.wixsite.com/ve -culture From Jakarta: https://trello.com/c/q9aioaD2 https://trello.com/c/vpgizEcU

Each group created a product in accordance with their chosen topics and uploaded the product in https://trello.com/b/XimingeB/virtual-exchange-jakarta-malm%C3%B6, but students from Sampoerna University had their own task to also create e-portfolios of their experiences and reflections during the VE research project, the excursion, and the course. The research outcomes can be seen from their reflections and their multimodal narratives, and this was the first part of the research scheme.

The links of Sampoerna University students are listed as follows:

Table 2. The participants' e-portfolio links

No	Student	E-Portfolio Link
1.	Student01	https://rerenmarenthina.wixsite.com/thejourney
2.	Student02	https://namianitiaraputri.wixsite.com/culture

3.	S	https://sriwidiastuti259.wixsite.com/literatureexchange
	t	
	u	
	d	
	e	
	n	
	t	
	0	
	3	
4.	S	https://trello.com/invite/b/28RaWjcL/d355c06da055e144288fe4e777791380/e-portfolio-
	t	literature
	u	
	d	
	e	
	n	
	t	
	0	
	4	
5.	S	https://trello.com/invite/b/SyJmtlHh/9a68e428fc8aeb29c5eb47df5406d37e/traveling-is-
	t	learning
	u	
	d	
	e	
	n	
	t	
	0	
	5	
6.	S	https://trello.com/b/q3O9AdRj/e-portfolio
	t	
	u	
	d	
	e	
	n	
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	6	
7.	S t u d e n t 0 7	https://sites.google.com/d/1Q56BzWF3rAUrOUD_cVqoowHMp5IwLe1F/p/1V9zF_qw3tDW OQCG3ENSGoEwqm1Ix1esJ/edit
8.	S t u d e n t 0 8	https://trello.com/b/HEBUcGuI/my-exciting-trip
9.	S t u d e n t 0 9	https://aprilaparatih02.wixsite.com/website
10.	S t u d e n	https://practicepapers16.wixsite.com/lityoungolder

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	0	
11.	S t u d e n t 1 1	https://sites.google.com/view/lfyaoc/home

All students from Sampoerna University did their research about cultures, customs, and habits in Malmo before they started the collaborative project and they were also encouraged to get to know their own cultural values by sharing some customs and habits in the families. They also did some excursions to culturally distinct places like Jakarta's Chinatown (Gadjah Mada Street - Glodok), Tangerang's Chinatown and Kampung Bekelir in Tangerang, and Sindang Barang Cultural Village in Bogor to get to know various cultural backgrounds and values in Indonesia.

Based on their stories from e-portfolios and reflection videos, most students felt excited about the projects and the encounter with friends from Sweden made them do some research about cultures and customs in Malmo. However, two students felt difficult to do the collaboration because they felt that students from Malmo in their group were not cooperative and they did not respond the questions or opinions that they gave. 6 students felt that the language boundaries somehow created some misunderstanding because there were times when students from each country misunderstood the conveyed messages. Fortunately, the misunderstanding could be resolved quickly.

All students and Instructors from both University perceived that the project was a success because the students had not had any collaboration with students from other Asian countries, whose cultural values and habits were so much different from one another. Responses from the instructor of Malmo University had been very positive, she wished her students could be as creative as students from Sampoerna University in creating the

multimodal narrative. However, the project did not only focus on the multimodal narratives as the products, but it also observed the collaboration process, how the students perceived their own culture, and how the knowledge and information helped them understand more other people's culture.

Discussion

Byram (1997) construes intercultural (communicative) competence as "Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others' values, beliefs, and behaviors; and relativizing one's self. He then adds that Linguistic competence plays a key role and perceives communication between two people from two different cultures as an intercultural dialogue (p. 34). It requires the freedom and ability to express oneself, as well as the willingness and capacity to listen to the views of others.
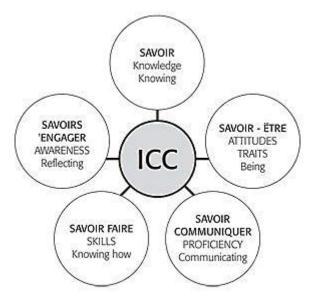

Figure 1. Five factor Model by Byram (1997)
Source: https://pdfs.semanticscholar.org/

The implementation of ICC in the projects were following Byram's Intercultural Communication Competences models, which highlight five important factors:

1. Knowledge (savoirs) about 'other' and 'own'
2. Skills (savoir comprendre) of Interpret and compare
3. Education (savoir s'engager) to Critically evaluate
4. Attitudes (savoir être) of Openness and curiosity
5. Skills (savoir apprendre/faire) to acquire new knowledge (and apply in real time)

The model does not enforce steps to incorporate intercultural communication competence, which students can start from any factor that encounter them first. However, the analyses for this study would put them according to the steps implemented in the project.

The first step in the implementation, *Savoirs*, involves the knowledge a person has about general interactions and social groups in their own cultures and in other cultures. At this step, the students from two Universities established some perspectives and opinions of the others' cultural values. Students from Sampoerna University also learned phrases that might sound harsh or offend the friends from Malmo and they also learned some phrases that might attract their attention to open some conversations.

The next step was *Savoir comprendre*: the skills of interpreting and relating. It describes an individual's ability to interpret, explain, and relate events and documents from another culture to one's own culture. At this phase, students from Sampoerna University were exposed to cultural values in Indonesia by visiting some historical and religious places and asking the information about the places. The information was useful for them to introduce their own cultures to the friends from Malmo. They shared the information, the photos, and some historical aspects about artefacts or a building that they visited and the cultural information exchange happened in this step, and helped them decide the ideas to be their multimodal narrative products.

The third step, *Savoir être*, is the step of openness and curiosity. The attitude factor refers to the ability to relativize one's self and value others, and includes "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own" (p. 91). At this stage, they had decided the topic for the multimodal narrative project and some discussions and further questions about each other's cultural values and customs occurred. It made them research more about their own cultural values, food, tradition, arts, fashion, religious practices and systems that worked in the country. Some of the shared information was written or put in their multimodal narrative and the other information was put as their e-portfolios as their reflection in understanding some local literature.

The next step, savoir apprendre/faire, is the phase to acquire new knowledge and apply in real time. This step requires some skill sets, such as skills of discovery and interaction. it allows the individual to acquire new knowledge of culture and cultural

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practices, including the ability to use existing knowledge, attitudes, and skills in cross-cultural interactions (p. 98). This skill set was used to create the multimodal narrative products, where students started to implement their knowledge to the internalization process. This process of values manifestation did not only happen between students from Sampoerna University with students from Malmo University, but also among students themselves. For example, students who worked on religion and acculturation went to mosques and churches, even though they did not embrace Islam nor Christianity, to gather as much information as possible to know the religions. The step helped them to become aware of the various society contexts and what shaped them along the way.

The last factor for the ICC implementation was *Savoir S'engager* or critical cultural awareness; the ability to use perspectives, practices, and products in one's own culture and in other cultures to make evaluations. This phase happened when they had to make reflection about the whole process, before they had the first encounter with friends from Malmo University until the multimodal narrative products were displayed. After the project ended, they added some more understanding about their own cultural and societal values and became more aware of others' values. They have built competences and cultural intelligence that enabled them to relate to various contexts in culturally diverse situations.

As future English teachers and future educators, it is important for both students and the instructors to have awareness of cultural issues around the world, to understand the cultural differences that lead to different perspectives/angles of seeing things. This understanding will improve their level of literacy: to acknowledge how others see things from different angles and this skill need an awareness of the significance of intercultural communication competence.

CONCLUSIONS AND SUGGESTIONS
Conclusions

Inserting Intercultural Communication Competence (ICC) components in projects or in teaching and learning activities contribute to a more culturally aware society and it helps learners to prepare them in culturally diverse contexts. It also encourages learners to sharpen skills to meet the needs of Industry 4.0, to compete in global competition, to prepare learners to be work-ready and world-ready. After knowing the positive impacts

of implementing ICC in a project, there has to be an opportunity and consideration to insert ICC as a core component in a curriculum.

Suggestions

This research could be broadened towards the whole faculty or even the whole university. The data collected could be analyzed further to discover if the levels of intercultural competence that are influenced by age, gender, nationality, ethnicity, language spoken or many other types of cultural artefacts. Further analysis could be done; specifically, on the responses of students of different ethnic groups.

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