MULTIDIMENTIONAL LITERACY: A BREAKTHROUGH IN EMPOWERING BIPA TEACHERS' COMPETENCE IN VICTORIA, AUSTRALIA: OPPORTUNITIES AND CHALLENGES

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INTRODUCTION

previous studies on BIPA instruction have consistently found:

1. BIPA teachers tend to predominantly teach language-based, focusing on vocabulary and grammar, while overlooking deeper aspects such as mindset, social structures, and the cultural-philosophical dimensions of the Indonesian language.

2. As global expectations for BIPA educators expand, there is an urgent need for teachers go beyond language skills and build multidimensional literacy to meet global demands.

3. This preliminary case study explores BIPA teachers' readiness and informs the design of a contextual/Multidimensional Literacy based In-House Training (IHT) model to enhance their global teaching competence.

LITERATURE REVIEW
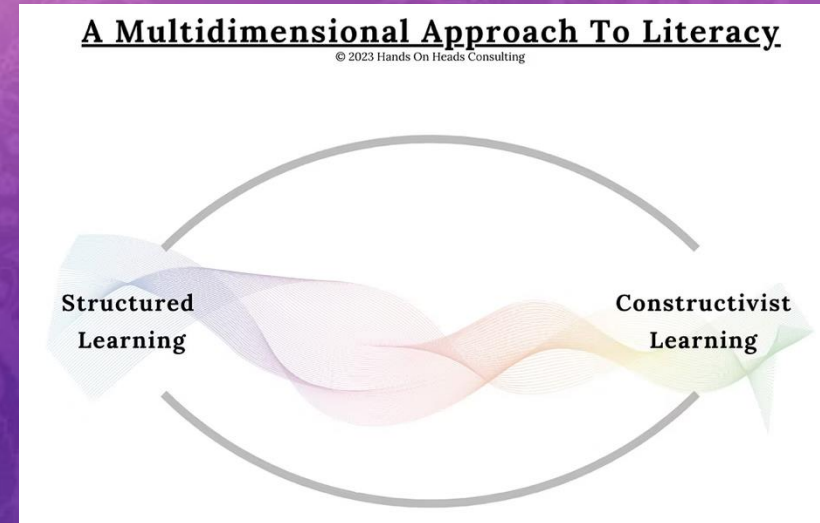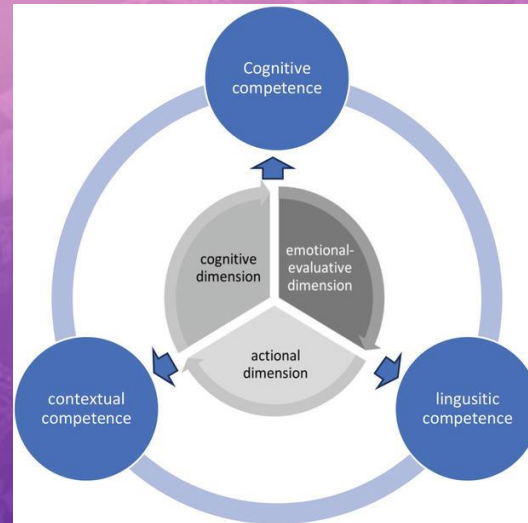
Multidimensional literacy is a set of integrated skills cognitive, sociocultural, digital, critical, and linguistic that goes beyond language, helping learners understand and communicate meaningfully in real-world contexts. It supports holistic, 21st-century learning (Kucer & Silva, 2013; Cope & Kalantzis, 2009; Luke, 2000).

METHOD

Design

Qualitative case study (Creswell & Poth, 2018).

Site and Participant

Victorian BIPA teachers, alumni, education officials, and APPBIPA (Indonesia's BIPA association)

Data Collection Techniques

- Observation
- Interview
- Document analysis

Data Analysis

- Cycles coding
- Thematic analysis
- Content analysis

(Saldana, 2016); Braun and Clarke (2019); Elo and Kyngäs (2008)

Credibility and Dependability

- The involved participants and their affiliation were anonymized.
- Triangulation was used to cross-verify the data gathered from different instruments.

FINDING AND DISCUSSION

CHALLENGES

01. Most teachers are not familiar yet with Multidimensional Literacy

02. Lack of exposure in Indonesian cultural and social background

03. Less understanding of cross-cultural practices

04. Textbook based-teaching and not yet integrate HOTS in teaching BIPA

Most BIPA teachers lack the skills to integrate cognitive, sociocultural, and critical literacies. Lessons rarely reflect Indonesian cultural values or promote critical thinking. This gap between expectations and practice highlights the need for targeted teacher training to support culturally responsive, reflective, and learner-centered instruction (Avalos, 2011; Gay, 2010; Freire, 1970; Nurhabibah & Farida, 2024; Sari, & Lestari, 2023; Pramuditha, & Wulandari, 2025).

OPPORTUNITY

MDL offers great opportunities to promote Indonesia in many difference aspects (not only language skills)

CONCLUSION

Most BIPA teachers already demonstrated their linguistic competencies in their teaching. However, they still face some challenges in exposing cross-cultural understanding, social backgrounds, critical thinking etc. Therefore, Multidimensional Literacy (MDL) based IHT offers opportunity for BIPA teachers to integrate relevant frameworks in fostering cultural, social, and critical dimension as keys to enter the global era.

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