Volume 7 Number 1 (2025)
January-April 2025
Page: 453-472

E-ISSN: 2656-4491
P-ISSN: 2656-4548
DOI: 10.37680/scaffolding.v7i1.7179

SCAFFOLDING
Jurnal Pendidikan Islam dan Multikulturalisme

EXPLORING VIEWING SKILLS AMONG HIGHER EDUCATION STUDENTS

Daman Huri[1], Yeti Mulyati[2], Vismaia S. Damaianti[3], Andoyo Sastromiharjo[4]
[1234]Universitas Pendidikan Indonesia
Correspondence Email; damanhuri@upi.edu

Submitted: 18/11/2024 Revised: 11/05/2025 Accepted: 24/05/2025 Published: 25/05/2025

Abstract This research aims to describe and identify viewing skills through multimodal analysis. This is motivated by the fact that in Indonesia, viewing skills are considered a new language skill. So that information is needed on how the ability of these skills is theoretically and practically. The approach used in this research is descriptive qualitative. This research used a population of Indonesian students with a sample of 145 students from the five largest islands. Data were obtained using questionnaires and multimodal analysis assignments. Data collection by distributing questionnaires and assignments to students, while data analysis uses descriptive statistical analysis and qualitative analysis. The results of the research can be identified that students have understood the concept of visual literacy, and with multimodal analysis, students are able to understand the meaning contained in the image. In addition, this research can also ensure that the use of audiovisual and visual media can be used in every learning process.

Keywords Viewing Skills, Profile Analysis, Multimodal.

INTRODUCTION

Viewing skills are the ability to understand and make meaning of what is read, heard, or seen (Oakhill et al., 2014; Huri, 2021). This ability is critical for academic success (Sofologi 2020), as well as for everyday tasks and decision-making. It enables individuals to extract meaning from text, follow instructions, solve problems, and engage in critical thinking (Salinas & Garrido, 2022)(Arraya, 2022). Viewing skills are essential not only in school but also in various aspects of adult life (Taormina et al., 2023). Without strong viewing skills, individuals will struggle to understand complex information (Osa-Omoregie & Musa, 2017), make informed decisions, and communicate their thoughts and ideas effectively (Kennard et al., 2017). In order to develop and improve viewing ability, it is important to use appropriate sources that provide relevant information and ideas.

Identifying problems in scanning skills requires a thorough assessment of one's reading ability, including strengths and weaknesses (Spiro et al., 2017). This assessment may involve evaluating linguistic decoding abilities, visual, audio, gestural, and spatial meaning (Adami, 2016) (Khoo & Churchill, 2013)(Bateman & Wildfeuer, 2014), understanding of text structure, and the ability to use background knowledge effectively to aid comprehension (Shorter, 2020).

When evaluating viewing ability, it is important to consider the underlying subcomponent skills and abilities involved in the process (Salinas & Garrido, 2022). This understanding can then inform targeted instructional strategies and interventions to support individuals in improving their comprehension skills (Cano García et al., 2024). Overall, individuals with visual processing difficulties, language barriers, or cognitive or learning disabilities may face challenges in viewing and understanding text or other visual materials (Drijvers & Holler, 2023).

To address these issues, it is important to provide targeted interventions and instructional strategies that specifically target the identified areas of weakness. These interventions can include explicit instruction in decoding strategies (Forde-Leaves et al., 2023), vocabulary development activities (C. H. Li, 2019), guided practice (Fisher & Frey, 2014)(Ferguson & Idemudia, 2020) In fluency and comprehension exercises (Fischer et al., 2024), and teaching metacognitive skills such as self-monitoring and self-questioning (Eutsler, 2022).

When it comes to evaluating and assessing students' viewing skills and abilities in higher education, educators often face various challenges. One common challenge is the subjective nature of some skill assessments (Fischer et al., 2024) . For example, evaluating creativity or critical thinking can be highly subjective and can vary depending on the assessor (Özsoy & Saribaş, 2021).

Another challenge lies in the diversity of students' abilities and backgrounds (Arraya, 2022). Students come from various educational backgrounds and have different learning styles, making it difficult to create standardized assessments that effectively measure their skills and abilities (Dalagan, 2019). In addition, the rapid advancement of technology also has an impact on how students' skills are evaluated (Guo & Hu, 2023). With the increasing emphasis on digital literacy and technology-related skills, educators must continuously adapt their assessment methods to ensure that they accurately measure today's most relevant skills (Si Qi Yoong Wenru Wang & Zhang, 2023).

As colleges and universities navigate the complex landscape of evaluating student skills and abilities, it is important to explore innovative and adaptive approaches to ensure accurate measurement of academic competencies (Chen et al., 2022). Understanding the skill levels of students in universities can be challenging due to various barriers that hinder accurate assessment. One significant barrier is the lack of standardization in skills assessment methods across different departments and disciplines (Harrison et al., 2022)..

The complexity of viewing skills assessment in the tertiary environment includes many factors that require a nuanced (Dong et al., 2023) and an adaptable approach to evaluation (Simper et al., 2022). One such complexity is the diverse nature of students' skills, which include both academic and non-academic competencies (Dong et al., 2023). Traditional assessments often focus solely on academic performance (Perifanou et al., 2021), neglecting important skills such as critical thinking, communication, and collaboration, which are critical for success in the professional world (Marshik et al., 2023). Assessing students' skills in this interdisciplinary context requires a flexible approach that recognizes the integration of diverse expertise and the ability to navigate complex real-world problems (Yan & Carless, 2022).

Understanding the shortcomings of current skills evaluation methods in higher education is important to identify areas for potential improvement and ensure accurate assessment of student abilities. By integrating adaptive evaluation measures (Simper et al., 2022) and personalized assessment tools (Panadero et al., 2023), universities can tailor assessments to the needs and learning styles of individual students. This approach not only provides a more comprehensive understanding of students' abilities but also enables targeted interventions and personalized support. Higher education often grapples with the need to accurately and comprehensively assess and evaluate the diverse skills and abilities of its students (Zheng & Xu, 2023). It is imperative for colleges to create an assessment framework that considers the cultural and social diversity of their students

(Wakefield et al., 2023). By doing this, they can provide an environment where all students have an equal opportunity to demonstrate their strengths and abilities.

Multimodal analysis, an interdisciplinary approach that examines how meaning is created through the combination of different modes of communication, has gained increasing importance in educational settings, especially with the growing diversity of students from different countries (F. V Lim et al., 2022). Multimodal integration in education recognizes that students engage with and express knowledge through multiple channels, including linguistic, visual, auditory, spatial, and gestural modes (Jewitt, 2008). Research on multimodality in education highlights the potential of multimodal pedagogies to enhance engagement, understanding, and critical thinking skills among students (F. V Lim et al., 2022). Furthermore, this research recognizes the importance of considering cultural and linguistic diversity in designing and implementing multimodal learning activities.

Existing research on multimodal analysis in educational contexts emphasizes the importance of incorporating multimodal writing into instruction and how it can affect students' learning processes (Nash, 2018). This is especially important as students need to develop proficiency in media, critical, and information literacy (Qi, 2023). This is important, as multimodal forms can provide students with a variety of text genres where words, sounds, images, and other modes are brought together as learning resources (Ikasari et al., 2019)).

One of the methods used in testing viewing skills that we use is multimodal analysis (Lotherington, 2017) (Thompson & Beene, 2020) (Yi Deng & Feng, 2023) . This analysis is believed to be able to interpret and understand visual elements so that students can obtain information contained in visual forms.

METHOD

In this study, a descriptive qualitative approach was used with a population of all students throughout Indonesia from various islands, but to make the research more efficient, the five largest islands in Indonesia were chosen. To obtain data in this study, we distributed questionnaires online via Google Forms to Indonesian students. As for the selection of these students, we limit the areas occupied by students, and these areas include the island of Sumatra, Java Island, Kalimantan Island, Sulawesi Island, and Papua Island. The selection of these islands is because the five islands are large islands in Indonesia that have a dense population, and many of the best universities are located on the islands.

The process of collecting data in this study by distributing questioners in the form of questions 1) understanding of theoretical viewing skills; the concept of viewing skills, types of viewing, viewing purposes, viewing media, and viewing forms, 2) viewing skills profiles; media ownership, viewing tools, viewing time, and viewing purposes. The questionnaire was distributed to students who live on the five islands mentioned above, and in answering the questionnaire, students used the theory of conceptual understanding.

The questionnaire was collected for 2 weeks and managed to collect 145 respondents (60% of 1st semester students and 40% of 2nd semester students). The data was then processed using descriptive statistics. Furthermore, to confirm the viewer's ability, the researcher conducted an initial test by directly taking data from classes at two universities in Indonesia to analyze the images.

Data analysis conducted in this study used two forms of analysis, namely descriptive statistical analysis and qualitative analysis. Descriptive analysis was conducted to obtain findings on the first research question and the second research question. This research is to obtain an overview of the profile of Indonesian students' ability to understand viewing skills that are considered new both theoretically and practically, and to obtain information about students' ability to interpret an image as one of the viewing skills. This was done to match the ability of viewing skills between theory and practice.

FINDINGS AND DISCUSSION

Findings

Understanding of Viewing Skills Theory

In order to obtain information on these viewing skills in this study, researchers have distributed questionnaires to 145 students to ask for responses regarding knowledge of viewing skills as the results below can be seen in Table 1.

Table 1. Understanding of Viewing Skills

	Viewing Concept	Type of Viewing	Viewing Purposes	Media Viewing	Form of Viewing
Appropriate	80 (55.2)	97 (66.9)	119 (82.1)	123 (84.8)	116 (80.0)
Not Exactly	65 (44.8)	48 (33.1)	26 (17.9)	22 (15.2)	29 (20.0)
Amount	145 (100)	145 (100)	145 (100)	145 (100)	145 (100)
Standart Deviation	0.499	0. 472	0.385	0.360	0.401

The table provides a breakdown of respondents' views across five different categories related to viewing. The categories include Viewing Concept, Type of Viewing, Viewing Purposes, Media Viewing, and "Form of Viewing, each evaluated by a group of 145 respondents. The responses are divided into two groups: "Appropriate" and "Not exactly," and the number of respondents in each category is expressed both as a count (n) and as a percentage of the total responses.

Across all categories, a majority of respondents consistently found the various aspects of viewing to be appropriate, with the highest agreement found in the "Media Viewing" category (84.8%) and the "Viewing Purposes" category (82.1%). There is a slight variation in how respondents viewed the "Viewing Concept," "Type of Viewing," and "Form of Viewing," as indicated by the standard deviations, but the responses are still relatively balanced. The standard deviations for each category suggest varying degrees of agreement, with "Viewing Purposes" and "Media Viewing" having the least variation, indicating stronger consensus on those aspects. The results suggest that most respondents are satisfied with the concept, type, purposes, media, and form of viewing, though a smaller proportion expressed some dissatisfaction in each category. This type of data is useful for understanding general sentiments, as well as identifying areas with more divergent opinions that may require further investigation or adjustment.

Profile of Viewing Skills

Ownership of Viewing Devices

For the first information regarding ownership of media viewing between television and gadgets, most respondents own the media, with the data results below.

Table 2. Ownership of Viewing Media

	Yes	No	Amount	Standart Deviation
Television	138 (95.2)	7 (4.8)	145 (100)	0.215
Gedget	118 (78.6)	32 (21.4)	145 (100)	0.411

The table presents data on the ownership of television and gadgets among 145 respondents. This suggests that while gadget ownership is common, it is not as universally owned as televisions, with a more diverse range of responses. Overall, the data reveal that television ownership is overwhelmingly high and relatively uniform among the respondents, whereas gadget ownership, though still common, shows greater variation, indicating that a significant portion of respondents do not own a gadget.

The findings show that media use for viewing activities is quite high among university students. The results of this study provide valuable insights into the media consumption habits of university students. In addition, it is evident that university students have easy access to media viewing equipment such as televisions and gadgets.

Viewing Activity Time

The time of viewing activities of student respondents to whom researchers asked questions with a choice of 3 hours, 6 hours, 9 hours, 12 hours, and more than 12 hours. The information obtained is as in Table 3 below.

Table 3. Time of Viewing Activity

	1-2* n (%)	3-6 *n (%)	6-9* n (%)	9-12* (%)
Television Viewing Activities	124 (85.5)	11 (7.6)	6 (4.1)	4 (2.8)
Time of Social Media Viewing Activities	0	38 (26.2)	42 (29)	26 (17.9)

*Hours per day

By looking at these two pieces of information, it can be assumed that currently, students' viewing activities are more about using social media than television or other forms.

Viewing Activity Needs

After the student respondents were initially asked about media and time in viewing activities, below is the information obtained in the form of what is viewed through television and social media.

Table 4. Needs of Viewing Activities

	Entertainment n (%)	Information n (%)	Study n (%)	Other (communication, etc.) n (%)
Viewing Television	83 (58.5)	62 (42.7)	1 (0.7)	0
Viewing Social Media	36 (24.8)	45 (31.0)	11 (7.6)	53 (36.5)

If you look at this information, it can be assumed that most respondents view activities for entertainment needs and direct or indirect communication through social media. Meanwhile, the learning needs of both media, namely television and social media, are almost not being met.

Purpose of Viewing

In the previous section, information on the needs of each viewing tool from television and social media was provided in general. Below is information on respondents in specific viewing

activities based on viewing activity tools, namely, television and social media. Attention table 5 below.

Table 5. Purpose of Viewing Activities

	Film/cinetron n (%)	News n (%)	Entertainment n (%)	Advertising n (%)	Communication, etc n (%)
Viewing Television	83 (35.2)	48 (33.1)	43 (29.7)	3. (2.07)	0
Viewing Social Media	35 (24.1)	34 (23.4)	18 (12.4)	0	58 (40.0)

If you look at the data from the two graphs above, it can be assumed that students carry out viewing activities with the aim of watching movies and obtaining news. However, for personal needs, respondents prefer social media.

Student Multimodal Analysis

In the third research question, we tried to conduct a direct test on students to analyze images using multimodal analysis. In this multimodal analysis, we limit students to study only four parts of the five parts, namely linguistic, visual, gestural, and spatial. Images that students analyze by taking online and randomly. The analysis and discussion are as below.

Below are the forms of multimodal analysis performed by students. In this article, the author randomly writes down the forms of analysis, which are then corrected and compared. The analysis consists of linguistic, visual, audio, gestural, and spatial analysis. The analysis is as follows:

Linguistic Analysis

Linguistic elements are the analysis of the language contained in the advertisement, whether in the form of words, phrases, clauses, or sentences. The analysis is as follows for the dish soap advertisement (Figure 1):

A pamphlet advertising dishwashing soap in Indonesia pictured soap packaging with variant images of oranges and apples with bubbles so that they are visible in water. Source: http://fdly.me/MDSunlight

Figure 1. Soap advertising pamphlets in Indonesia

Sunlight, the word itself, is the brand name of one of the dishwashing soap products, which means "sunlight". The meaning of the word "sunlight" is that the product claims to be able to clean dirt until it is clean and shiny, and hopes to shine brightly like the sun as a brand of dish soap.

In extra nature, the meaning of the word "extra nature" is that the ingredients contained in this product are made from natural ingredients, such as lime, mineral salt, and white tea, which are safe and do not contain harmful substances. The sentence *Bersihkan Piring, buah dan sayu Harga terjangkau* (Clean Dishes, Fruits and Vegetables at Affordable Price), this sentence means that this product claims to clean the fat on dishes, fruits, and vegetables, and of course, the price is also affordable. This is because it contains a mixture of surfactants that are very foamy and do not irritate the skin. And what consumers need is a quality product at an affordable price. With the power of 100% real lime, this sentence illustrates that the product contains lime equivalent to 100 limes, namely extra real lime, which is claimed to be able to effectively remove fat and bacteria, so that Sunlight not only makes tableware clean and shiny but also free from bacteria.

The quote above is one of the linguistic analyses conducted by the student. In this analysis, it can be seen that the student was able to interpret the language used in the advertisement. The linguistic analysis above shows the power of language in advertising to convey product benefits and create brand associations. The phrase "Clean Plates, Fruits and Vegetables at Affordable Prices" is an example of a tagline used in advertising to convey the benefits of a product. According to (Yeo & Lee, 2017) Taglines can be effective in creating memorable associations with a brand and can influence consumers' perceptions of product quality and value.

Overall, the linguistic analysis of the above dishwashing soap advertisements shows the importance of language in creating positive brand associations and conveying product benefits. The use of descriptive language, slogans, and brand names can all play an important role in shaping consumer perceptions and purchasing behavior.

Visual Analysis

These visual elements aim to understand the meaning contained in the image (color, texture, line, symbol, shape, perspective, framing, focus, and lighting).

An image of a fragrance advertisement with a smiling woman and eight sunflowers.
Source: https://images.app.goo.gl/nUxD4uiggnpUc3XV6

Figure 2. Clothing fragrance advertisement

Here are some excerpts that can visualize the product. Overall, the dominant colour used in the background of the ad is yellow. This yellow colour is inspired by the main ingredients of the lip and cream blush product, namely sunflower and jojoba oil. The yellow colour itself gives the impression of cheerful, happy, energetic, and optimistic, which can stimulate the mind and mental activity, thus improving one's analytical ability. In the footage, Tirta Namirah is seen wearing a pink outfit combined with a green hijab. This colour combination creates a harmonious unity. The pink colour on clothes and product packaging creates a feminine impression because this product is generally used by women, and this colour can also provide a warm and comfortable effect. The green colour on the hijab symbolizes sunflowers, which have the meaning of nature, harmony, freshness, safety, and fertility.

Based on the analysis conducted by the students, it can be seen that the visual elements used in advertisements, such as colour, texture, and symbolism, are carefully selected to create a certain impression and convey a certain message to the audience. This is supported by several studies that have examined the use of visual elements in advertisements.

Colour is a powerful technique in advertising that can influence consumers' emotions and attitudes towards products, according to a study by (Kim et al., 2016). In line with the students' analysis, they also pointed out that some colours, such as yellow, can evoke feelings of joy and optimism. Another study by (Labrecque et al., 2013) Found that the use of complementary colours, such as pink and green, can result in ads that are more visually appealing and memorable. This is in line with students' assessment that the use of pink and green colours in advertisements produces a beautiful overall effect.

In addition, many studies have been conducted on the use of symbolism in advertising. According to a study (Schiffman & Kanuk, 2010), symbols can successfully convey the quality and benefits of the product as well as its character and brand image. This conclusion is supported by

students' interpretation that the green colour of the hijab represents sunflowers, which have associations with nature, harmony, freshness, safety, and fertility.

Overall, the use of visual elements in advertising is an important aspect of marketing that can influence consumer attitudes and behavior towards a product. By carefully selecting and combining various visual elements, advertisers can create more effective and memorable ads that suit their target audience.

Gestural Analysis

In this section, the analysis material still uses Figure 2 above. In terms of appearance, the depiction of the fruit and plate shows that the fruit and plate are full of fat or pesticides on their bodies. The eyes of the fruit and plate seem to be directed at the soap product. In terms of the facial expressions depicted by the fruit and plate, they look happy with smiling expressions. The body positions of the plate and fruit are leaning towards the center, leaning on each other. We can take meaning from these gestural elements that the fruits and vegetables depicted look happy with the existence of this soap product. This product can remove dirt from fruits, vegetables, and plates. The position and orientation of their bodies also convey a sense of admiration and pride for this product. Based on the analysis above, it can be said that the use of gestural elements in advertising can greatly affect the audience's perception and understanding of the advertised product. This finding is supported by previous research in the field of advertising. According to them, gestural elements in advertisements can be used to create a positive emotional response from the audience, which can lead to a better attitude towards the advertised product. (Jiang & Wei, 2015).. Similarly, it was found that the use of gestural elements in advertisements can increase brand recall and purchase intention (Kwon et al., 2017).

Furthermore, research by (H. J. Lee & Sung, 2018) showed that gestural elements can also enhance the credibility and authenticity of an advertisement, leading to a higher level of trust from the audience towards the advertised product. Overall, the use of gestural elements in advertising can contribute greatly to the effectiveness of advertising by influencing audience emotional response, brand recall, purchase intention, credibility, and authenticity.

Spatial Analysis

One of the spatial analyses done by a student was analyzing a beverage advertisement. The analysis is as follows:

A picture of an advertisement for a coffee-flavored drink and three bowls of food containing rice, eggs, and more.
Source: https://www.instagram.com/p/Ck-eo_Gra-k/

Figure 3. Beverage advertisement

The images of drinks and food are relatively large and placed in the center of the ad, making them the center of attention. The image of the bottle slightly tilted on the left side is an attraction compared to the image standing upright, and the bottle image looks elegant in that position. Next to the image of the drink, there are the words "Free Good Day Avocado Delight," which means adding information and attraction for viewers that if you order one of the Truffle Belly menus, you will get a free Good Day Coffee drink. The image of the Truffle Belly food juxtaposed with the drink bottle has three different types of food, as seen from the different food menu images. The three types of food are displayed to promote several food menus from the eleven menus provided by Truffle Belly. In addition, the position of the words "There are 11 menu choices" next to the three food images aims to inform viewers that there are still other food menus available.

The analysis conducted by the student was quite comprehensive, as the student interpreted the spatial meaning of the image based on multimodal analysis theory. According to a study by (X. Li et al., 2019) The effectiveness of visual communication in advertising depends on various factors, including the size, colour, position, and composition of the image. The study showed that a larger image in the centre of the ad can attract more attention and have a greater impact on the audience's memory and attitude towards the brand.

Regarding the use of textual elements in advertisements, a study by (Park & Lee, 2018) shows that the position and content of text can affect audience perceptions of the credibility and persuasiveness of ads. Research has found that text near images can increase viewers' recall and awareness of products and information.

Overall, the Truffle Belly ad seems to use some of the best practices in visual communication and advertising. Using a large and eye-catching image in the centre of the ad, combined with a clear and compelling text message, can increase the impact of the ad and convince viewers to try the product. However, further research and analysis can provide a more detailed and comprehensive understanding of the ad's effectiveness and audience response.

Discussion

Our analysis shows that university students are aware of the different media platforms available for viewing content. The results of this study suggest that although a significant number of university students have a good understanding of the concept of viewing and its different types, there is still room for improvement in terms of knowledge and understanding among a portion of the university student population. As such, it is important to use assessment studies to identify knowledge gaps and misconceptions among university students. The insights gained from such studies can be used to adjust curricula and improve students' progress towards a more accurate and scientific conception of the topic. In addition, it shows that students have the capacity to analyze multimedia sources and gather relevant information from them.

These findings have important implications for educators and policymakers. Educators can utilize students' access to media viewing equipment to incorporate multimedia elements into their teaching strategies, improving student engagement and learning outcomes (Bapat et al., 2021). Using multimedia elements in education has been shown to improve student engagement and learning outcomes (Çeken & Taşkın, 2022). This high ownership of viewing equipment indicates that students have easy access to media content, including educational materials (Vagg et al., 2020). This easy access to media content opens up opportunities for educators to incorporate multimedia elements into their teaching strategies (Maine & Čermáková, 2023). By utilizing multimedia elements in education, educators can increase student engagement and improve learning outcomes.

Television has long been a popular form of entertainment and information for people of all ages (Ayanwale et al., 2023). However, with the advent of digital technology and the availability of various online platforms and streaming services, college students' viewing habits have changed. Based on the data analysis, it is evident that college students today spend less time watching television compared to previous years. This shift in television viewing habits among college students can be attributed to several factors. First, the increased availability and accessibility of digital devices and online platforms have provided more options for students to get entertainment and information.

Instead of relying solely on television, students can now easily stream movies and TV shows, watch videos on platforms like YouTube, or access educational resources online (Arsenyan & Mirowska, 2021). This shift is also influenced by the changing preferences and interests of college students, many of whom are now more interested in interactive and user-generated content on social media platforms, video-sharing websites, and streaming services. These platforms offer a wide variety of content that caters to the specific interests and preferences of individual students.

In addition, the rise of multitasking among college students is another factor contributing to the decline in television viewing. Studies have shown that college students often engage in other activities simultaneously while watching television, such as using their digital devices to surf the internet or engaging in social media interactions (Göttlich et al., 2017)(Rodríguez et al., 2021). When looking at the time spent viewing social media by student respondents. Based on the data collected, it appears that college students spend a considerable amount of time on social media platforms. This finding is consistent with previous studies that have shown high engagement of college students with social media platforms, and 26.2% of respondents reported spending 3-6 hours a day on social media, which suggests that most college students dedicate considerable time to these platforms as well.

This high level of engagement with social media among university students raises concerns about its potential impact on their academic pursuits. Several sources have highlighted the potential negative consequences of excessive social media use on time management and academic performance. For example, a study conducted by (Guo & Hu, 2023) found that increased social media use was associated with college students perceiving their time management skills to be weaker. Another study mentioned that excessive social media use can adversely affect academic activities. The need for structure and balance in college students' use of social media is reinforced by findings that show a decline in time management skills as social media use increases. In addition, the impact of social media use on academic activities, it was found that factors such as timing of social media use, number of hours spent, and social media activities have an influential role in students' academic activities.

The findings suggest that there is a need for educational institutions and educators to address the issue of excessive social media use among university students and provide guidance on how to maintain a healthy balance between social media use and academic responsibilities (Hennessy et al., 2023). In addition, the findings raise concerns about the potential impact of excessive social media

use on students' time management and academic performance. Based on the above analysis, it can be concluded that there are mixed impacts of social media use on students' academic performance. While some suggest that social media use for educational purposes is positively associated with academic performance. Therefore, it is imperative for educators and institutions to provide guidance and support to students in managing their social media use effectively. According to a study on the impact of social media use on academic activities, it was found that factors such as the timing of social media use, the number of hours spent, and the nature of social media activities have a significant influence on students' academic activities.

CONCLUSION

In this paper, it has been found that students already have an understanding of viewing skills, even though it is still a new category in Indonesia. In addition, various media viewing has been owned, which is then how the media can be used as well as possible and used for positive things such as study or learning needs. It cannot be denied that the emergence of digital media such as social media requires corridors for its use. So, we hope that the government that oversees and is responsible for learning policies in schools or universities will create parameters and rules in terms of viewing skills. Then, viewing skills with various media can be used in the learning process. Furthermore, a special guideline is needed to understand comprehensive visual media for learners in educational institutions.

REFERENCES

Adami, E. (2016). *Chapter to Appear in O. Garcìa, N. Flores, and M. Spotti (2016)*.

Arraya, M. (2022). *The Relationship Between Distinctive Capabilities System, Learning Orientation, Leadership, and Performance*. https://doi.org/10.1108/ejms-11-2021-0109

Arsenyan, J., & Mirowska, A. (2021). Almost Human? A Comparative Case Study on the Social Media Presence of Virtual Influencers. *International Journal of Human-Computer Studies*, *155*, 102694. https://doi.org/https://doi.org/10.1016/j.ijhcs.2021.102694

Ayanwale, M. A., Adewuyi, H. O., & Afolabi, O. W. (2023). Learning Through Radio and Television During COVID-19: Perspectives of K-12 stakeholders. *Eureka: Social and Humanities*, *2*, 61–72. https://doi.org/10.21303/2504-5571.2023.002663

Bapat, G. S., Mahale, P., Kumar, A., & Srinivasan, R. (2021). The Impact of Television Advertisements on Student Decision-Making Process for College Admission: An Exploratory Study in India. *Asia Pacific Journal of Health Management*, *16*(4), 266–273. https://search.informit.org/doi/10.3316/informit.256421282891666

Bateman, J. A., & Wildfeuer, J. (2014). A Multimodal Discourse Theory of Visual Narrative. *Journal of Pragmatics*, *74*, 180–208. https://doi.org/10.1016/j.pragma.2014.10.001

Bruce, D. L., Cesare, D. M. D., Kaczorowski, T., Hashey, A. I., Boyd, E. H., Mixon, T., & Sullivan, M. (2013). Multimodal Composing in Special Education. *A Review of the Literature [Review of Multimodal Composing in Special Education: A Review of the Literature]. Journal of Special Education Technology*, *28*(2), 25. https://doi.org/10.1177/016264341302800203

Cano García, E., Jardí Ferré, A., Lluch Molins, L., & Martins Gironelli, L. (2024). Improvement in the Quality of Feedback Is An Indication of the Development of Evaluative Judgement. *Assessment & Evaluation in Higher Education*, 1–14. https://doi.org/10.1080/02602938.2024.2329170

Çeken, B., & Taşkın, N. (2022). Multimedia Learning Principles in Different Learning Environments: a Systematic Review. *Smart Learning Environments*, *9*(1), 19. https://doi.org/10.1186/s40561-022-00200-2

Chen, L., Howitt, S., Higgins, D., & Murray, S. (2022). Students' Use of Evaluative Judgement in an Online Peer Learning Community. *Assessment & Evaluation in Higher Education*, *47*(4), 493–506. https://doi.org/10.1080/02602938.2021.1933378

Dalagan, G. F. (2019). Lesson Exemplars in Viewing for Teaching 21st Century Literature. *Ascendens Asia Journal of Multidisciplinary*

https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/8725

Dong, Z., Gao, Y., & Schunn, C. D. (2023). Assessing Students' Peer Feedback Literacy in Writing: Scale Development and Validation. *Assessment & Evaluation in Higher Education*, *48*(8), 1103–1118. https://doi.org/10.1080/02602938.2023.2175781

Drijvers, L., & Holler, J. (2023). The Multimodal Facilitation Effect in Human Communication. *Psychonomic Bulletin and Review*, *30*(2), 792–801. https://doi.org/10.3758/s13423-022-02178-x

Eutsler, L. (2022). TPACK's Pedagogy and the Gradual Release of Responsibility Model Coalesce: Integrating Technology Into Literacy Teacher Preparation. *Journal of Research on Technology in Education*, *54*(3), 327–344. https://doi.org/10.1080/15391523.2020.1858463

Federonko, C. (2019). Experience of Developing Students' Multimodal Literacy in the Digital Learning Environment of Higher Education Institutions. *Information Technologies and Learning Tools*, *69*(1), 12. https://doi.org/10.33407/itlt.v69i1.2405

Ferguson, R., & Idemudia, E. C. (2020). *An Empirical Analysis of Survey Data About Comprehension of*. researchgate.net. https://www.researchgate.net/profile/Efosa_Idemudia/publication/348379461_An_empirical_analysis_of_survey_data_about_comprehension_of_collaboration/links/5ffbaed2299bf14088885d16/An-empirical-analysis-of-survey-data-about-comprehension-of-collaboration.pd

Fischer, J., Bearman, M., Boud, D., & Tai, J. (2024). How Does Assessment Drive Learning? A focus on Students' Development of Evaluative Judgement. *Assessment & Evaluation in Higher Education*, *49*(2), 233–245. https://doi.org/10.1080/02602938.2023.2206986

Fisher, D., & Frey, N. (2014). *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*. ASCD.

Forde-Leaves, N., Walton, J., & Tann, K. (2023). A Framework for Understanding Assessment Practice in Higher Education. *Assessment & Evaluation in Higher Education*, *48*(8), 1076–1091. https://doi.org/10.1080/02602938.2023.2169659

Göttlich, M., Ye, Z., Rodriguez-Fornells, A., Münte, T. F., & ... (2017). Viewing Socio-Affective Stimuli Increases Connectivity Within an Extended Default Mode Network. *NeuroImage*. https://www.sciencedirect.com/science/article/pii/S1053811916307662

Govender, N. (2020). Critical Transmodal Pedagogies: Student Teachers Play with Genre Conventions. *Multimodal Communication*, *9*(1). https://doi.org/10.1515/mc-2019-0009

Guo, J., & Hu, Y. (2023). *Does Social Media Use Polarize or Depolarize Political Opinion in China? Explaining Opinion Polarization Within an Extended Communication Mediation Model*.

https://doi.org/10.1177/20563051231196899

Harrison, R., Meyer, L., Rawstorne, P., Razee, H., Chitkara, U., Mears, S., & Balasooriya, C. (2022). Evaluating and Enhancing Quality In Higher Education Teaching Practice: A Meta-Review. *Studies in Higher Education*, *47*(1), 80–96. https://doi.org/10.1080/03075079.2020.1730315

Heffington, D. V., & Coady, M. R. (2023). Teaching Higher-Order Thinking Skills to Multilingual Students In Elementary Classrooms. *Language and Education*, *37*(3), 308–327. https://doi.org/10.1080/09500782.2022.2113889

Hennessy, S., Calcagni, E., Leung, A., & Mercer, N. (2023). An Analysis of the forms of teacher-Student Dialogue that are Most Productive for Learning. *Language and Education*, *37*(2), 186–211. https://doi.org/10.1080/09500782.2021.1956943

Huri, D. (2021). Kajian Awal Keterampilan Memirsa (Viewing Skills) dan Pembelajarannya pada Era Digital di Indonesia. In *International Seminar on Language Education and Culture* (pp. 226–230).

Ikasari, B., Drajatı, N. A., & Sumardi, S. (2019). The Use of Multi-modal Texts in an English Classroom of Hard-of-Hearing Learners. *Pedagogy Journal of English Language Teaching*, *7*(2), 95. https://doi.org/10.32332/pedagogy.v7i2.1661

Jewitt, C. (2008). Multimodality and Literacy in School Classrooms. *Review of Research in Education*, *32*(1), 241. https://doi.org/10.3102/0091732x07310586

Jiang, J., & Wei, L. (2015). The Effect of Gestural Elements in Advertising. *Journal of Promotion Management*, *21*(1), 3–18.

Kennard, A. R., Anderegg, C., & Ewoldsen, D. (2017). Knowledge and Comprehension. *… Research Encyclopedia of ….* https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-281

Khoo, K. Y., & Churchill, D. (2013). The Framework of Viewing and Representing Skills Through Digital Text. *Educational Technology and Society*, *16*(3), 246–258.

Kim, J., Kim, J., & Lennon, S. J. (2016). The Effects of Colors on Consumers' Emotional Responses, Brand Personality Perception, and Purchase Intention: A Study of Korean Consumers. *Clothing and Textiles Research Journal*, *34*(2), 82–94.

Kwon, S. Y., Kim, M. K., & Han, K. (2017). The Effects of Gestural Cues in TV Advertising: An Application of Media Psychology. *Journal of Broadcasting & Electronic Media*, *61*(4), 687–703.

Labrecque, L. I., Milne, G. R., & Excobar, T. (2013). Consumer Attitudes Towards and Memory for color-Advertising Backgrounds. *Color Research and Application*, *38*(6), 457–468.

Lee, H. J., & Sung, Y. (2018). The Effects of Gestural Cues in Television Advertising on Brand Trust and Attitude. *International Journal of Advertising*, *37*(3), 362–382.

Lee, J. (2016). Effects of Digital Advertising on Consumer Behavior. *International Journal of Advertising*, *35*(3), 447–458.

Li, C. H. (2019). Using a Listening Vocabulary Levels Test to Explore the Effect of Vocabulary Knowledge on GEPT Listening Comprehension Performance. *Language Assessment Quarterly*. https://www.tandfonline.com/doi/abs/10.1080/15434303.2019.1648474

Li, X., Yang, Z., & Zhou, N. (2019). The Effectiveness of Visual Communication in Advertising: A Literature Review. *Journal of Advertising Research*, *59*(3), 227–239.

Lim, J., & Polio, C. (2020). Multimodal Assignments in Higher Education: Implications for Multimodal Writing Tasks for L2 Writers. *Journal of Second Language Writing*, *47*, 100713. https://doi.org/10.1016/j.jslw.2020.100713

Lim, F. V., Toh, W., & Nguyen, T. T. H. (2022). Multimodality in the English Language Classroom: A Systematic Review of Literature Review of Multimodality in the English Language

Classroom: A Systematic Review of Literature. *Linguistics and Education*, *69*, 101048. https://doi.org/10.1016/j.linged.2022.101048

Lin, C. F., & Huang, Y. C. (2019). The Impact of Corporate Social Responsibility (CSR) on Brand Image and Purchase Intention: A Study of Natural Cosmetics in Taiwan. *Sustainability*, *11*(13), 3566.

Lotherington, H. (2017). Language and Technology. *Language and Technology*, 1–15. https://doi.org/10.1007/978-3-319-02328-1

Maine, F., & Čermáková, A. (2023). Thinking Aloud: the Role of Epistemic Modality in Reasoning in Primary Education Classrooms. *Language and Education*, *37*(4), 428–443. https://doi.org/10.1080/09500782.2022.2129979

Maria Diana S. (2017). *Viewing Teaching Techniques in Enhancing Viewing Comprehension Skills of Undergraduate Students in Literature*. *5*(2), 271–279.

Marshik, T., Driscoll, A., Remsburg, A., Yu, A., Dutta, N., & Klein, J. (2023). New Frontiers in Student Evaluations of Teaching: University Efforts to Design and Test a New Instrument for Student Feedback. *Assessment & Evaluation in Higher Education*, *48*(8), 1164–1177. https://doi.org/10.1080/02602938.2023.2190060

Nash, B. (2018). Exploring Multimodal Writing in Secondary English Classrooms: a Literature Review Review of Exploring multimodal writing in secondary English classrooms: a literature review. *English Teaching Practice & Critique*, *17*(4), 342. https://doi.org/10.1108/etpc-01-2018-0012

Oakhill, J., Cain, K., & Elbro, C. (2014). *Understanding and Teaching Reading Comprehension: A handbook*. books.google.com. https://books.google.com/books?hl=en&lr=&id=0_ZTBAAAQBAJ&oi=fnd&pg=PP1&dq=viewing+comprehension&ots=SdtwXmWF6W&sig=_osk19tYewTDSNq0GdPDvezvsaU

Osa-Omoregie, O. D., & Musa, R. J. (2017). A Survey of the Level of Junior Secondary School Students' Use of Listening Comprehension Strategies in Oredo Local Government Area of Edo State. *Journal of Educational and Social …*. https://www.mcser.org/journal/index.php/jesr/article/view/9925

Özsoy, V., & Saribaş, S. (2021). Developing Visual Literacy Skills in Teacher Education: Different Ways of Looking at the Visual Images. *Educational Policy Analysis and Strategic Research*, *16*(3), 67–88. https://doi.org/10.29329/epasr.2021.373.5

Panadero, E., Alqassab, M., Fernández Ruiz, J., & Ocampo, J. C. (2023). A Systematic Review on Peer Assessment: Intrapersonal and Interpersonal Factors. *Assessment & Evaluation in Higher Education*, *48*(8), 1053–1075. https://doi.org/10.1080/02602938.2023.2164884

Park, Y. J., & Lee, J. A. (2018). The Effect of Text Positioning and Message Characteristics on the Perceived Credibility and Persuasiveness of Advertising. *Journal of Advertising*, *47*(2), 137–148.

Perifanou, M., Economides, A. A., & Tzafilkou, K. (2021). Teachers' Digital Skills Readiness During the COVID-19 Pandemic. *International Journal of Emerging Technologies in Learning*, *16*(8), 238–251. https://doi.org/10.3991/ijet.v16i08.21011

Pirzada, G. (2020). *Assessment of Learning or Assessment for Learning: A Case Study of STEP Sunday School for Working Children*. https://doi.org/10.35484/pssr.2020(4-i)78

Qi, W. (2023). Developing Multimodal Literacy in the Business English Reading Class: A Case Study of Students' Presentation PowerPoint Slides. *Journal of Language Teaching and Research*, *14*(3), 820. https://doi.org/10.17507/jltr.1403.30

Rahmanu, I. W. E. D., & Molnár, G. (2024). Multimodal Immersion in English Language Learning in Higher Education. *A Systematic Review [Review of Multimodal Immersion in English Language Learning in Higher Education: A Systematic Review]. Heliyon*, *10*(19). https://doi.org/10.1016/j.heliyon.2024.e38357

Rodríguez, M. U., Cantabrana, J. L. L., & Cervera, M. G. (2021). Validation of a tool for self-evaluating teacher digital competence. *Educacion XX1*, *24*(1), 353–373. https://doi.org/10.5944/educXX1.27080

Rungie, C. M. (2016). Using Language to Create Sensory Experiences in Advertising. *Journal of Advertising Research*, *56*(1), 14–18.

Salinas, D., & Garrido, C. G. (2022). *Teacher Educators' Adaptability Process When Faced with Remote Teaching*. https://doi.org/10.1016/j.tate.2022.103890

Shorter, D. J. (2020). *The Knowledge Quartet and the pedagogy of Subject English: Applicability, Realisation, and Implications*. eprints.utas.edu.au. https://eprints.utas.edu.au/34833/

Si Qi Yoong Wenru Wang, S. L. Y. D. A. C. W. S. J. H., & Zhang, H. (2023). Perceptions and learning Experiences of Nursing Students Receiving Peer Video and Peer Verbal Feedback: A Qualitative Study. *Assessment \& Evaluation in Higher Education*, *48*(8), 1151–1163. https://doi.org/10.1080/02602938.2023.2184462

Simper, N., Mårtensson, K., Berry, A., & Maynard, N. (2022). Assessment Cultures in Higher Education: Reducing Barriers and Enabling Change. *Assessment & Evaluation in Higher Education*, *47*(7), 1016–1029. https://doi.org/10.1080/02602938.2021.1983770

Sofologi, M., Efstratopoulou, M., & ... (2020). Different Strategies for Assessing Reading Comprehension in Adults, from Alpha to Omega. In *European …*. bgro.repository.guildhe.ac.uk. https://bgro.repository.guildhe.ac.uk/733/1/Efstratopoulou_different strategies_2020.pdf

Spiro, R. J., Bruce, B. C., & Brewer, W. F. (2017). *Theoretical issues in reading comprehension: Perspectives from Cognitive Psychology, Linguistics, Artificial Intelligence, and Education*. books.google.com. https://books.google.com/books?hl=en&lr=&id=NGymDwAAQBAJ&oi=fnd&pg=PT12&dq=viewing+comprehension&ots=ruBZKukWVJ&sig=wNPZtqu9jotINO-rTUQCjL-JcRE

Taormina, R. M., Massey, T., Walker-Egea, C., Sowell, C., Rigg, K. K., Simmons, C., & Tran, Q. (2023). *Building capacity to create community change (BC4): A model to support successful program planning and implementation*. https://doi.org/10.1016/j.evalprogplan.2023.102225

Thompson, D. S., & Beene, S. (2020). Uniting the Field: Using the ACRL Visual Literacy Competency Standards to Move Beyond the Definition Problem of Visual Literacy. *Journal of Visual Literacy*, *0*(0), 1–17. https://doi.org/10.1080/1051144X.2020.1750809

Vagg, T., Balta, J. Y., Bolger, A., & Lone, M. (2020). Multimedia in Education: What do the Students Think? *Health Professions Education*, *6*(3), 325–333. https://doi.org/https://doi.org/10.1016/j.hpe.2020.04.011

van de Grift, W., Helms-Lorenz, M., & Maulana, R. (2014). Teaching Skills Of Student Teachers: Calibration of An Evaluation Instrument And Its Value In Predicting Student Academic Engagement. *Studies in Educational Evaluation*, *43*, 150–159. https://doi.org/https://doi.org/10.1016/j.stueduc.2014.09.003

Wakefield, A., Pike, R., & Amici-Dargan, S. (2023). Learner-Generated Podcasts: an Authentic and Enjoyable Assessment for Students Working in Pairs. *Assessment & Evaluation in Higher Education*, *48*(7), 1025–1037. https://doi.org/10.1080/02602938.2022.2152426

Yan, Z., & Carless, D. (2022). Self-Assessment is About More Than Self: the Enabling Role of Feedback Literacy. *Assessment & Evaluation in Higher Education*, *47*(7), 1116–1128. https://doi.org/10.1080/02602938.2021.2001431

Yeo, S. K., & Lee, C. K. (2017). Effects of Taglines on Consumer Memory and Attitudes: A Contingency Perspective. *Journal of Business Research*, *80*, 135–144.

Yi Deng, D. L., & Feng, D. (William). (2023). Students' Perceptions of Peer Review for Assessing Digital Multimodal Composing: the Case of a Discipline-specific English Course. *Assessment*

\& *Evaluation in Higher Education*, *48*(8), 1254–1267. https://doi.org/10.1080/02602938.2023.2227358

Zheng, Y., & Xu, J. (2023). Unpacking the Impact of Teacher Assessment Approaches on Student Writing Engagement: A Survey of University Learners Across Different languages. *Assessment & Evaluation in Higher Education*, *48*(8), 1240–1253. https://doi.org/10.1080/02602938.2023.2219431