Viewing Activities Through Video Based on Emancipated Curriculum for Senior High School Students

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Abstrak

Viewing Skill adalah keterampilan bahasa terbaru yang melibatkan media visual. Penelitian ini bertujuan untuk mengkaji implementasi pembelajaran dan hasil lembar kerja siswa ketika keterampilan memirsa diterapkan. Penelitian ini merupakan penelitian deskriptif kualitatif yang melibatkan satu guru dan 33 dari 42 siswa kelas 11, yang dilakukan melalui observasi kelas. Hasil penelitian menunjukkan bahwa (1) implementasi keterampilan memirsa dalam kegiatan pembelajaran telah efektif berdasarkan observasi yang dilakukan, namun perlu adanya perbaikan dalam pelaksanaan pembelajaran keterampilan memirsa, (2) hasil belajar siswa setelah penerapan keterampilan memirsa menunjukkan bahwa siswa lebih baik dalam menjawab soal dengan bantuan media visual, seperti gambar. Peneliti merekomendasikan penggabungan keterampilan memirsa dengan metode yang mendukung keterampilan berpikir kritis atau analitis. Guru dianjurkan untuk menggunakan media visual, seperti video dan film edukatif yang relevan, serta mengintegrasikan keterampilan memirsa dengan kegiatan seperti diskusi atau menulis untuk meningkatkan proses pembelajaran.

Kata Kunci: Viewing skill, Memirsa, Kurikulum Merdeka, Keterampilan Bahasa, Media Visual

Abstract

Viewing skill is a newly introduced language skill that involves visual media. This study aims to examine the implementation of learning and the results of student worksheets when viewing skills are applied. This is a qualitative descriptive study involving one teacher and 33 out of 42 students from class 11, conducted through classroom observations. The findings show that (1) the implementation of viewing skills in the learning activities has been effective based on the observations made, but improvements are needed in the execution of viewing skills instruction, (2) the students' learning outcomes after the application of viewing skills indicate that students perform better when answering questions with the help of visual aids, such as images. The researcher recommended combining viewing skills with methods that foster critical or analytical thinking. Teachers were encouraged to use relevant educational videos and films, and to integrate viewing skills with activities like discussions or writing to enhance the learning process.

Keywords: Viewing skill, Emancipated Curriculum, Language skill, Visual Media

INTRODUCTION

Viewing is a new receptive language skill introduced in the Emancipated Curriculum, known as Kurikulum Merdeka. By definition, viewing skill involves the students actively to understand and interpret various visuals, including images, videos, symbols, and art. (Huri et al., 2021). In addition, the Emancipated Curriculum defines viewing skill as the ability to understand, interpret, and reflect on visual or audio presentations based on purpose and interest. (Kemendikbud, 2022)

Viewing skill activities consist of visual literacy and critical viewing. Visual literacy involves interpreting meanings from multimodal elements like text, images, and design within social contexts. (Serafini 2014). Moreover, visual literacy helps individuals develop a deeper understanding of how images and design elements interact with written text to construct meaning, making it an essential skill in today's media-driven world. In addition,

critical viewing, requires actively analyzing and evaluating messages and images (Couch, 1996). It includes assessing texts, perspectives, and underlying assumptions (Mulyadi & Wikanengsih, 2022). In addition, according to Pangesti & Purnanto; Wahyuningsih & Purnanto, (2023), through critical viewing activities, students actively develop essential skills like critical reading, media literacy, and critical listening. This process of analyzing and interpreting visual information falls under the category of receptive skills.

The inclusion of viewing skills in the Emancipated Curriculum appears from the rapid advancement of digital technology, enabling students to access diverse learning resources independently. Husaini et al., (2014) emphasize that the internet helps students learn at their own pace while overcoming barriers of time and distance. Data from the Central Bureau of Statistics (2018) shows that by 2022, 84.71% of students used the internet for information (75%) and entertainment (69%). As teenagers increasingly

consume digital content, this shift supports the development of viewing skills by enhancing their ability to interpret multimodal texts.

With the rapid development of technology and the existence of viewing skills in the Emancipated Curriculum emancipated curriculum, it is hoped that students will not only improve their text-based reading skills but also be able to improve their ability to understand all forms of visual and/or audiovisual information to improve their literacy skills.

Viewing skill in the Emancipated Curriculum

Emancipated Curriculum or Kurikulum Merdeka is the latest curriculum that has been implemented in Indonesia since 2022 by the Minister of Education, Culture, Research and Technology. The background of the emergence of the Emancipated Curriculum itself began with the results of the Programme for International Student Assessment (PISA) 2019 report, which explained that 70% of 15-year-old students have low minimum competencies to understand simple literacy and numeracy and have not changed in the last 15 years. This was also worsened by the spread of the COVID-19 pandemic, which makes the quality of learning in Indonesia even worse than Indonesia had experienced in previous years, such as students who experienced learning loss and learning gap. (Anggraena et al., 2021; Regina Putri Novia Rani et al., 2023).

The Emancipated Curriculum introduces several new competencies called Capaian Pembelajaran (Learning Outcomes), which are divided into several phases, ranging from Phase A to Phase F, covering primary to senior high school levels. Within the English as part of the Emancipated Curriculum's language subjects, learning outcomes for language competencies are further divided into specific elements. As outlined in BSKAP No. 033/H/KR/2022 by the Ministry of Education, Culture, Research, and Technology, these elements in high school English encompass six key areas: listening, reading, speaking, writing, representing, and viewing (Kemendikbud (2022).

In the learning outcomes for Phase F (Grades 11 and 12), students are expected to utilize various types and forms of texts for communication, discussion, and expressing their desires or feelings. Additionally, they must develop competencies in understanding implicit information within texts, adjusted to specific contexts and situations.

In the element-specific learning outcomes for viewing skills, students are expected to independently read and respond to various types of texts, both printed and digital, including visual, multimodal, and interactive texts. They read both for learning and enjoyment, as well as to search for, synthesize, and evaluate key information and specific details. Furthermore, they comprehend main ideas, issues,

and plot developments, identify the author's purpose, and make inferences to understand implicit information within texts.

Moreover, Permendikbud No. 5 2022 concerning the standards of graduate competence at all levels of education, namely "showing the ability and interest in literacy in the form of finding/discovering texts, interpreting, to evaluating texts, conveying responses to information and being able to write about simple thoughts to writing texts with various points of view." Kemendikbudristek, 2022)

The Implementation of Viewing Skill in Class

By the rapid development of visual media, the growing dependence on digital platforms for information, and the introduction of the Emancipated Curriculum, integrating viewing skills into the classroom has become increasingly important. It involves structured activities across pre-viewing, while-viewing, and post-viewing phases, aimed at enhancing students' comprehension and engagement with visual content. These activities prepare learners by activating prior knowledge, guiding their interaction with the video through targeted tasks, and facilitating critical reflection and application of insights gained from the visual material. Regarding to Kucher (2020); Rizal and Fathurrohman (2020), in the viewing stages are as follows:

Pre-viewing activity

The pre-viewing activity focuses on preparing students for the video by introducing key concepts and vocabularies, ensuring they understand the topic. Teachers engage students with tasks like brainstorming, content predictions, and discussions about the video's themes. Activities may include defining vocabulary, using visual prompts, or discussing main characters and themes to activate prior knowledge and build interest.

Whilst-viewing activity

During this phase, students actively engage with the video content by watching it multiple times with and/or without sound. The activities include verifying predictions, answering comprehension questions, and focusing on specific elements like actions, expressions, or relationships between characters. Teachers may use guided tasks to reinforce vocabulary, pronunciation, and specific language usage within the context of the video.

Post viewing Activity

The post-viewing activity emphasizes reflection and application of what was learned. Students participate in discussions, role-playing, or problem-solving tasks that relate to the video. They analyze plot details, share opinions, or compare cultural aspects of the content.

Teachers provide feedback and corrections while fostering critical and analytical thinking to deepen comprehension. Previous studies have shown that viewing skills in the Emancipated Curriculum have not been thoroughly explored in schools. Huri et. al (2021) explores the initial study of viewing skills in the Emancipated Curriculum, along with their types and characteristics. While it offers foundational knowledge through a preliminary study, it lacks empirical data to support its findings. Research on viewing skills also explored in various aspects, from perception to media development. Sarwoyo (2024) found that students are increasingly visual learners, favoring images, videos, and visual communication over oral and written forms, necessitating multimodal text-based learning. Despite this shift, viewing skills remain underexplored and are often misunderstood as just using visuals, rather than as structured instructional steps similar to other language skills. Another previous study show that some teachers have developed learning media to enhance reading and viewing skills. Abdullah et al. (2024) used display media to improve engagement with alphabet materials in elementary school, helping students visualize colors and shapes, which created a lasting impression. This approach boosted learning motivation and made the experience more impactful. Additionally, Apriningtyas et al. (2023) found that in the elementary school stage, students' viewing skills were assessed through three indicators: watching, listening, and observing. Students showed interest in the video (watching), responded correctly to questions (listening), but 16 out of 20 struggled with observation due to factors like screenplay limitations. Additionally, another previous research on viewing skills has also been conducted in other subjects: Bahasa Indonesia. Mulyadi et al. (2022) found that its implementation in Indonesian language lessons reached only 50%, with some materials integrating viewing activities.

Regarding to the previous studies, this highlights a gap in the current research, as there is a lack of research on the viewing skills of high school students in Indonesia, especially in the English subject. While there is an increasing focus on visual literacy and critical viewing in education, comprehensive studies on how these skills are applied and developed in English classrooms are lacking, presenting an opportunity for further investigation and the creation of effective teaching methods.

This study aims to address its research questions by achieving its objectives. First, the researcher will describe how students' viewing skills are implemented at SMA Al Falah Ketintang Surabaya by observing the teaching process. Second, the researcher will observe how students perform during viewing activities in English subjects after the viewing skill was employed.

METHODS

This research has been conducted in a descriptive qualitative approach to investigate the students' viewing skill in high school, especially in SMA Al Falah Ketintang Surabaya. It described the implementation of viewing activity in English class and students' comprehension in reading through video media. The characteristic of qualitative research is investigative nature, aiming to provide a comprehensive, accurate, and factual depiction of the phenomena under an analysis. This includes current conditions, specific beliefs, or particular occurrences. (Furidha 2023; Nazir et al. 2014). The researcher would observe on how the teacher teach viewing on English subject, and comprehension level of students. The subject of participants were all eleventh-grade students at SMA Al Falah Ketintang Surabaya, comprising two classes: 11-A1 (18 male students) and 11-B (24 female students), then one English teacher in 2024-2025 academic year. The selection of these classes was based on data availability and the need for a balanced gender representation since the school separated the class based on male and female class. This design is expected to yield valid and reliable data to address the research questions. In addition, the data that has been needed was collected in two days.

The first step in conducting this research was classroom observation. The observation was conducted to observe the way the teacher teaches viewing skill to the student with a recorder device, using camera and observation sheet as supplementary instrument to synchronize what the researcher found in observation sheet and from the recorder. The observation instrument examines various aspects, starting with initial teaching activities such as apperception and motivation. It then focuses on core activities, divided into three sub-activities: pre-viewing, whilst-viewing, and post-viewing. Finally, the observation concludes with closing activities at the end of the class.

The second step was observing the students' work after they accomplish viewing activity by documentation study. The teacher administered an assessment in the form of a students' worksheet related to digital literacy materials with the theme of safe use of social media. The teacher presented two videos titled 'Safe Web Surfing: Top Tips for Kids and Teens Online'; and 'Social media & mental health: 5 steps to healthier habits'W. In the second step, the researcher uses an adapted rubric from The Writing Rubric: Instructional Rubrics Can Help Students Become Self-Regulated Writers by Saddler and Andrade (2004) that have several aspects, including contents, organizations, word choices, sentence structures and conventions.

The researcher employs a data analysis technique that involves reducing, organizing, synthesizing, and

identifying key aspects of the data. The process consists of three stages (D. Ary. et al, 2010). First, familiarizing and organizing, where the researcher engages with the data by reading texts, listening to audio, and transcribing materials to identify patterns, themes, and significant details. Once familiar with the data, the researcher organizes it for easier analysis. Second, coding and reducing, which involves categorizing data into specific codes and summarizing it to extract key concepts. This step helps in distilling essential information and structuring the data systematically. In the final stage, interpreting and presenting, involves uncovering the meaning of the data and constructing a narrative from the findings. Interpretation helps explain the significance of the data by providing insights into the observed patterns. The researcher collects data from students' worksheets and classroom observations, then codes and analyzes it before presenting the results in a clear and structured manner. This step ensures that the findings are effectively communicated and contribute to the overall research conclusions.

RESULTS AND DISCUSSION

The Implementation of Students Viewing Skill in The Class

Viewing skills in the classroom were essential for enhancing students' ability to critically comprehend and analyze visual content. Based on observations, the teacher implemented viewing skills through three main stages: pre-viewing, whilst-viewing, and post-viewing.

In the pre-viewing stage, the teacher initiated the activity through apperception. (Musthofa & Sujadi, 2020; Smith, 1895) defined apperception as a learning activity aimed at capturing students' attention and interest at the beginning of the lesson by connecting their prior knowledge or experiences, making the learning process more comprehensible and relevant. This is further supported by Rahmi (2022) in Putra & Setiawan (2024), who argued that it facilitates meaningful learning by linking new language concepts with learners' existing mental frameworks.

Based on the observation, at the beginning of the lesson, the teacher posed questions to connect prior knowledge from the previous meeting with the knowledge to be acquired during the observed session, such as *"Let's review about digital literacy. Do you all remember it? What is digital literacy? Is it correlated with reading?".* According to Putra & Setiawan (2024), the teacher's question was included as the exploration stages, where teachers conduct tests or discussions to examine students' background knowledge on a topic. Regarding on Curtis et al. (1935), in exploration stages, the teacher typically utilized it to evaluate students' readiness, stimulate their

learning interest, identify those requiring assistance, and introduce new material. The approaches employed included oral questioning, group discussions in class, objective written tests, and essays. Using a discussion model, the teacher posed questions to initiate the new material while maintaining connections to the digital literacy topic covered in the previous session.

Although in the pre-viewing stage, the teacher began the lesson by implementing apperception through discussion questions, the teacher did not provide explanations or introducing specific vocabulary that was key to understanding the two videos the students were about to watch. Vocabulary introduction in a lesson, especially in video-based viewing instruction, greatly aids students in acquiring new information. According to Yawiloeng (2020) watching videos enhances students' vocabulary knowledge. Introducing vocabulary to students, particularly through videos equipped with subtitles or captions, can significantly improve vocabulary acquisition during the learning process. Reynolds et al. (2022) also asserted that viewing videos with captions or subtitles of any kind positively influences vocabulary acquisition, with intralingual captions yielding the most significant impact. Therefore, introducing vocabulary at the beginning of the lesson is essential to create a substantial impact in supporting students' learning.

During the whilst-viewing phase, the teacher used a method of pausing the video for discussion, allowing students to focus and gradually understand the material. the teacher also asked questions related to the authentic material, such as inquiring about and sharing experiences with the students regarding hacking and how to handle it. According to Ahmed (2017), authentic material plays an important role in learning because it not only enriches traditional lessons but also significantly engages students. This was demonstrated by the teacher when discussing internet security, hacking, and the steps to take based on personal experiences, such as: *a) "I want to ask, who has had their account hacked?" b) "What do you think is the cost of your account being hacked?" c) "Personally, I had experienced that too, it turns out that I didn't use a strong enough password, that's why my account got hacked easily".* With authentic material, students can also build empathy and awareness of the cultures they are learning about through the material. This is supported by (Chevychelova, 2020; Jain et al., 2024), who emphasize that authentic materials effectively enhance student motivation, curiosity, and attention while also developing empathy, communication skills, and cross-cultural awareness. Hence, using authentic materials during the whilst-viewing phase can engages students, enhance their understanding, and connects learning to real-world

experiences. This approach boosts motivation, fosters empathy, and develop students' learning skill.

In the post-viewing phase, during the learning process, the teacher again posed questions for discussion, specifically in class XI-B and summarized the learning in class XI-A1. According to McKee (2015), classroom discussions can encourage students to participate actively in class. This can enhance students' critical thinking when given topics related to the material being taught. McKee (2015) also asserted that classroom discussion allows students to actively collaborate in the learning process and provides instructors a way to assess student learning, and it is also an effective tool for developing higher-level cognitive skills like critical thinking. In this discussion stages, the teacher explained and summarized what had been watched and provided examples relevant to the topic.

The students' Worksheet Results After Viewing Activity Employed

Once the teacher had finished playing all the videos in both classes, student worksheets were distributed to students in the classes. Then, the researcher took 15 samples out of 30 students to described the students result based on the rubric's categories by using Saddler and Andrade (2004) theory with an adaptation.

Table 1. The Final Score of Students' Worksheet on Viewing.

Score	Classification	Total Students
16-20	Excellent	3
11-15	Good	10
6-10	Moderate	2
1-5	Poor	0

Based on Table 1, not many students achieved the highest or "excellent" score, while ten students obtained a "good" score. However, a common finding was that students performed better in Activity 1, which was based on several video screenshots presented earlier, compared to Activity 2. Additionally, Activity 2 contained questions that required a higher level of thinking, as students were expected to conduct a slightly deeper analysis and connect concepts or main ideas from the provided video. Below is an explanation of some representative student worksheet results for each category.

The worksheet's result of excellent students' category

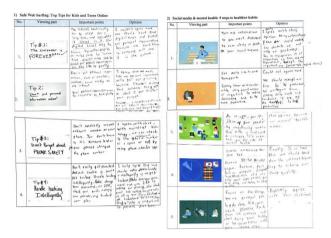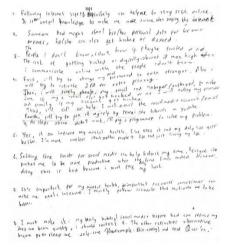**Figure 1a. The work of first student (Excellent category) in Activity 1**

Figure 1b. The work of first student (Excellent category) in Activity 2

The first student demonstrated an excellent understanding of the provided video content. In Activity 1, she excelled by elaborating on key points from the video and effectively connecting them to relevant English language concepts through a variety of expressions of opinion.

Moreover, in writing content, she demonstrated a strong ability to sequence the data presented in the video and to supplement it with relevant terms such as doxing and two-step verification, which were not explicitly mentioned. She provided a concise response by briefly narrating the potentially fatal consequences of smartphone notifications based on personal experience. In addition, she provided straightforward responses by linking key points from the video to specific positive actions. When evaluating the proposition of limiting social media before bedtime, she expressed approval and suggested that this habit could be replaced with more constructive activities such as religious reading, even though she wrote her answer was somewhat disorganized.

The worksheet's result of good students' category

Figure 2a. The work of second student (Good category) in Activity 1
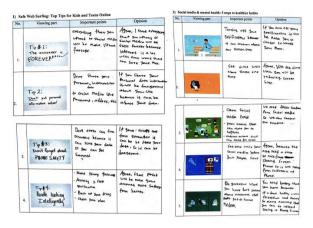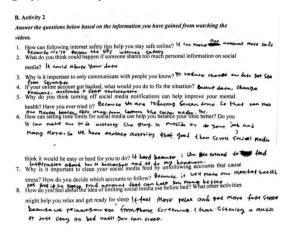

Figure 2b. The work of second student (Good category) in Activity 2

As the second student, he demonstrated a good understanding of the video, but still needs to improve their language use, particularly in distinguishing between expressions of opinion and assumptions. Nevertheless, the student was able to identify key points and connect them to the English language material, even in some aspect in his writing sentence had some error in word-choice and the use of grammar, such as: *'Everything that you upload to Social media will be make virtual footage', and 'You need happy what you have…'*

Moreover, in some questions, He provided specific answer by mentioning the main ideas or key points of the entire video. In another question, he drew a simple conclusion from the video, stating that there is a connection between reducing screen time and improving mental health. In addition, he expressed his opinion that students would benefit from the concept of 'limit to your social media' in order to explore new activities. MKR's statement indicates that as a student, one can evaluate an idea by providing an opinion to compare one idea to another based on personal experience. However, even most of his writing had a clear

structure and easy to understand, the answer is somewhat disorganized.

The worksheet's result of moderate students' category

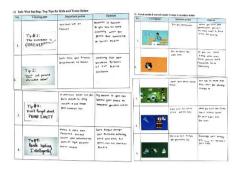**Figure 3a. The work of moderate third student (Moderate category) in Activity 1**

Figure 3b. The work of moderate third student (Moderate category) in Activity 2

She, in Activity 1, demonstrated a moderate ability to respond to questions based on video content, answering the questions with some aspects lacking analytical depth. However, in certain instances, the responses reflected only a basic understanding, lacking even simple analytical depth.

In addition, she responded to most questions with simple sentences, lacking specific details, which made it hard for readers to understand the writer's ideas. The answers were somewhat disorganized, making it difficult to follow the writer's ideas. In some responses, she did not complete her answers, leading to poorly structured responses; many sentences were incomplete, run-on, or unclear, making them hard to understand.

The worksheet's result of poor students' category

No students' worksheet produced that could be classified within the poor-quality classification range.

CONCLUSION

Based on the findings, it can be concluded that the implementation of viewing activities in Grade 11 at SMA

Al Falah Ketintang Surabaya was generally effective; however, further development is needed to improve viewing activity and encourage students to think critically during the learning process. The researcher recommended integrating viewing skills with other teaching methods. Viewing skills could be combined with techniques such as discussing or writing to further enrich students' learning experiences. The researcher also suggested combining viewing skills with other methods that support the development of critical or analytical thinking skills. Teachers were advised to utilize visual media, such as relevant educational videos and films. Integrating viewing skills with methods like discussion or writing was also recommended to enhance the learning process. However, the majority of students were able to demonstrate a good understanding of the video content, but they exhibited shortcomings in organizing their writing, particularly when integrating the presence of images. Additionally, they faced some difficulties in answering questions effectively without the aid of visual cues.

In the Emancipated Curriculum's framework, particularly in English language learning, it is crucial to facilitate students' development of viewing skills. By the influence of technology, the effective implementation of viewing skills aligns seamlessly with the 21st-century learner characteristic. By engaging in in-depth analysis of various visual sources, students can hone their critical thinking, communication, collaboration, and creativity skills, equipping them with the competencies necessary to navigate the complexities of the digital age.

Thus, in future research, other researchers could explore various aspects related to viewing skills, such as creating materials to enhance viewing activities, including visual literacy and critical viewing in high school; testing more effective methods for teaching viewing skills; incorporating visual and multimodal texts along with discussions to strengthen comprehension and analysis; and utilizing suitable digital technologies to assist students in accessing and analyzing a wide range of digital information.

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