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# Evaluating the Watching-Based Learning Model for Elementary School Students: A Case Study in Muhammadiyah Bandongan

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## A B S T R A C T

The purpose of this study is to evaluate the implementation of the Watching-Based Learning Model as a multimodal learning approach in Grade IV at SD IT Muhammadiyah Bandongan. This research employed a qualitative design using naturalistic observation supported by interviews and field notes collected over one month. The findings indicate that the multimodal learning model has been implemented at a level of 40%. Within this framework, visual representation accounts for 80% and audiovisual representation for 20%. In terms of multimodal literacy, visual literacy contributes 60% while critical multimodal literacy constitutes 40%. The visual literacy phase is identified as the initial stage, where students demonstrate comprehension of simple and familiar multimodal texts with predictable structures. In contrast, the critical multimodal literacy phase is positioned at the exploratory stage, where students begin to integrate strategies to interpret the content, purpose, and form of multimodal texts. The model is supported by three dominant media: textbooks (61%), PowerPoint (31%), and wall crafts (8%). This study highlights the relevance of multimodal learning in enhancing elementary students' literacy development by integrating diverse media and literacy phases. The implications suggest that a balanced incorporation of visual and critical multimodal literacy can strengthen students' comprehension and interpretation skills, offering valuable insights for curriculum development and classroom practice in primary education.

### *Abstrak*

*Tujuan dari penelitian ini adalah untuk mengevaluasi penerapan Model Pembelajaran Berbasis Menonton (Watching-Based Learning Model) sebagai pendekatan pembelajaran multimodal di kelas IV SD IT Muhammadiyah Bandongan. Penelitian ini menggunakan desain kualitatif dengan metode observasi naturalistik yang didukung oleh wawancara dan catatan lapangan yang dikumpulkan selama satu bulan. Hasil penelitian menunjukkan bahwa model pembelajaran multimodal telah diterapkan pada tingkat 40%. Dalam kerangka ini, representasi visual mencakup 80%, sedangkan representasi audiovisual sebesar 20%. Dari segi literasi multimodal, literasi visual berkontribusi 60%, sementara literasi multimodal kritis menyumbang 40%. Fase literasi visual diidentifikasi sebagai tahap awal, di mana siswa menunjukkan pemahaman terhadap teks multimodal yang sederhana dan familiar dengan struktur yang dapat diprediksi. Sebaliknya, fase literasi multimodal kritis berada pada tahap eksplorasi, di mana siswa mulai mengintegrasikan strategi untuk menafsirkan isi, tujuan, dan bentuk teks multimodal. Model ini didukung oleh tiga media utama, yaitu buku teks (61%), PowerPoint (31%), dan kerajinan dinding (8%). Penelitian ini menyoroti relevansi pembelajaran multimodal dalam meningkatkan perkembangan literasi siswa sekolah dasar melalui integrasi berbagai media dan tahapan literasi. Implikasinya menunjukkan bahwa penggabungan seimbang antara literasi visual dan literasi multimodal kritis dapat memperkuat kemampuan pemahaman dan interpretasi siswa, serta memberikan wawasan berharga bagi pengembangan kurikulum dan praktik pembelajaran di pendidikan dasar.*

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## 1. Introduction

Education serves as a fundamental investment in shaping the future of a nation (Gordillo, Lopez-Fernandez, & Tovar, 2022). Through a well-structured education system, it is possible to cultivate a generation that excels academically, possesses strong moral values, and demonstrates readiness to compete in the global arena (Xie, Zhang, & Guo, 2018). The quality of education significantly influences a nation's progress and plays a vital role in driving social transformation toward an intelligent and dignified society (Khaire & Kumar, 2022). Among the key elements determining educational quality is the curriculum, which acts as a foundational guide for implementing learning processes in schools (Y. Zhang, Zhang, Wang, & Yu, 2025). As the world continues to evolve with the rapid advancement of science and technology (Nishani & Cico, 2017), educational curricula must adapt to remain relevant to contemporary demands and future challenges.

In response to these changes, Indonesia has undertaken major educational reforms through the introduction of the Merdeka Curriculum as an improvement of the 2013 Curriculum. This curriculum seeks to promote freedom in learning by emphasizing literacy, numeracy, and character development as essential competencies for 21st-century learners. At the elementary level, students are encouraged to master the four key language skills—listening, speaking (Chen, 2020), reading, and writing—through engaging (Masmoudi, Friji, Ghazzai, & Massoud, 2021), student-centered learning approaches (Sharma, Gupta, Pandey, Mishra, & Kumar, 2022). Moreover, the Merdeka Curriculum promotes the development of visual literacy (Kim & Lee, 2019), recognizing that the current generation learns extensively through multimedia and digital exposure. The increasing integration of technology in classrooms provides opportunities for students to strengthen both linguistic and visual comprehension, fostering critical thinking and creativity in learning.

The emergence of viewing skills as a component of language learning highlights the importance of visual and audiovisual understanding in education (Salman et al., 2020). Viewing encompasses the ability to interpret visual messages, connect them with linguistic content (W.-L. Wu, Hsu, Yang, & Chen, 2021), and respond critically to multimodal forms of communication (Maredia et al., 2018). These skills enable students to engage more meaningfully with diverse media such as films (Liu et al., 2022), advertisements, infographics (Deng & Gao, 2023), and digital presentations (Rezaee, Rezakhani, Khosravi, & Moghimi, 2024). In this context, the current study seeks to explore the implementation of viewing-based learning among elementary school students at Muhammadiyah Bandongan. It aims to analyze how the Watching-Based Learning Model enhances students' engagement, comprehension, and creative expression while addressing the challenges faced by teachers and learners in applying this model within the framework of the Merdeka Curriculum.

This study aims to comprehensively evaluate the effectiveness of the Watching-Based Learning Model in enhancing the learning quality and academic performance of elementary school students at Muhammadiyah Bandongan. Specifically, it seeks to investigate how visual and audio-based learning media influence students' understanding, retention, and participation in classroom activities. In addition, this research aims to analyze the extent to which the Watching-Based Learning Model fosters engagement, creativity, and motivation among young learners. It also explores the practical challenges, constraints, and supporting factors that teachers and students encounter during the implementation process. Ultimately, the study intends to formulate strategic recommendations for improving the design, application, and sustainability of the Watching-Based Learning Model as an innovative approach to support active and meaningful learning in elementary education settings.

## 2. Methods

This study used a qualitative research method with a natural observation approach to understand the implementation of viewing-based learning in a real classroom setting. The research was conducted over a 27-day period involving Grade IV A students at SD IT Muhammadiyah Bandongan, with a total of 22 participants. Data were collected through interviews, observations, and field notes, allowing the researcher to capture both verbal and nonverbal interactions during the learning process. The analysis process followed an inductive approach aimed at uncovering patterns, behaviors, and meanings behind the students' engagement in viewing-based learning activities.

The research procedure was carried out in several stages to ensure systematic data collection and analysis. In the initial stage, the researcher acted as a shadow teacher, assisting in classroom learning to gain a deeper understanding of the teaching process and students' responses. The second stage involved collecting data through interviews, direct observations, and documentation, which served as a triangulation process to ensure data validity. During the third stage, data reduction was conducted by identifying key elements related to viewing skills, summarizing essential findings, and removing irrelevant information to maintain focus on the core aspects of the study.

After the reduction process, the data were presented in a structured format, including tables and diagrams, to categorize and illustrate the development of viewing skills among students. These data presentations were then described narratively to explain how the Watching-Based Learning Model was applied and perceived by both teachers and students. In the final stage, conclusions were drawn and verified through comparison with field observations and supporting documentation to ensure the credibility and reliability of the findings. This comprehensive process allowed the researcher to formulate well-founded insights into the effectiveness and challenges of implementing the Watching-Based Learning Model in elementary education.

## 3. Results and Discussion

### Results

Based on the observations conducted over a one-month period, the researcher not only acted as an observer but was also directly involved in the teaching and school activities as a shadow teacher in Class IV A of SD IT Muhammadiyah Bandongan, which is one of the Sekolah Penggerak (driving schools) in Magelang Regency. Viewing skills have begun to be implemented in each subject as part of receptive language skills. The following data present the intensity of viewing skill implementation during the one-month research period, specifically for 27 days from March 28, 2023, to May 9, 2023.

**Table 1.** Application of Viewing Learning

| No | Date | Viewing Activities | |
|---|---|---|---|
| | | Ada | None |
| 1 | 28 Maret 2023 | √ | |
| 2 | 29 Maret 2023 | √ | |
| 3 | 30 Maret 2023 | √ | |
| 4 | 31 Maret 2023 | √ | |
| 5 | 1 April 2023 | | √ |
| 6 | 3 April 2023 | | √ |
| 7 | 4 April 2023 | | √ |
| 8 | 5 April 2023 | √ | |
| 9 | 6 April 2023 | √ | |
| 10 | 7 April 2023 | | √ |
| 11 | 8 April 2023 | | √ |
| 12 | 10 April 2023 | √ | |
| 13 | 11 April 2023 | √ | |
| 14 | 12 April 2023 | | √ |
| 15 | 13 April 2023 | | √ |
| 16 | 14 April 2023 | | √ |
| 17 | 15 April 2023 | | √ |
| 18 | 17 April 2023 | √ | |
| 19 | 18 April 2023 | | √ |
| 20 | 19 April 2023 | | √ |
| 21 | 2 Mei 2023 | | √ |
| 22 | 3 Mei 2023 | | √ |
| 23 | 4 Mei 2023 | √ | |

| | | | |
|---|---|---|---|
| 24 | 5 Mei 2023 | √ | |
| 25 | 6 Mei 2023 | | √ |
| 26 | 8 Mei 2023 | | √ |
| 27 | 9 Mei 2023 | | √ |
| **Total** | | **11** | **16** |

From the data presented, it can be seen that out of 27 days of observation, there were 11 days of learning activities that included viewing skills. In percentage terms, the viewing skills implemented in class IV A of SDIT Muhammadiyah Bandongan amounted to 40%. The implementation of viewing skills appeared in several subjects, both those taught by the homeroom teacher and other subject teachers. The following are the findings of the subjects that included viewing activities, along with the categories of viewing skills based on their aspects and types.

The implementation of viewing activities in Grade IV A at SD IT Muhammadiyah Bandongan covered nine subjects with a total of eleven activities. In Bahasa Indonesia, two activities were identified—one focusing on visual literacy and another on critical viewing. The English subject included one activity categorized as audio-visual with a focus on visual literacy. In Javanese language lessons, a single visual-based activity was conducted emphasizing critical viewing, while in mathematics, one visual activity was also classified as critical viewing. The IPAS subject presented one visual activity that encouraged visual literacy. Similarly, Pancasila Education comprised two activities—one visual emphasizing visual literacy and another audio-visual involving critical viewing. In the Project subject, a visual activity aimed at developing critical viewing was carried out. The Al-Islam subject featured one visual activity fostering visual literacy, while in Physical Education (PJOK), one visual activity also supported the same skill category. Overall, the data show that visual aspects were more dominant than audio-visual ones, and that visual literacy appeared slightly more frequently than critical viewing across subjects.

Based on the categorization of viewing skills, it can be identified that, in terms of viewing aspects, 80% fall into the visual category and 20% into the audiovisual category. Meanwhile, in the category of viewing types, 40% are classified as visual viewing and 60% as critical viewing. The results of the observation regarding the use of learning media during viewing activities can be seen in the following diagram.

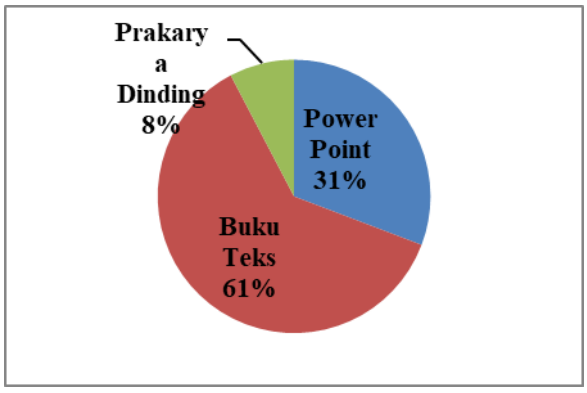


**Diagram 1. Percentage of Media Usage**

The following is a detailed description of the implementation of viewing skills during the one-month research period, as reflected in each subject:

1. **Indonesian Language**

   The viewing skills identified in Indonesian language learning activities were implemented through the use of textbooks. The first activity appeared in the material about

*Indonesia's diversity*, where a map was presented with different regions marked in various colors. Students were asked to identify the regions on the map and describe their diversity. This activity falls under the *visual aspect*, as students were engaged through a visual representation of the map, and the type of viewing skill implemented was *visual literacy*.

The second activity was also conducted using the textbook, specifically on page 180, which belongs to the *visual aspect*. Six related pictures were presented, and students were asked to observe and analyze them by writing a story in their notebooks using appropriate conjunctions. This activity is categorized as *critical viewing*, as students were required to analyze the images, express their ideas and thoughts in the form of coherent written stories, and then present them in front of the class.

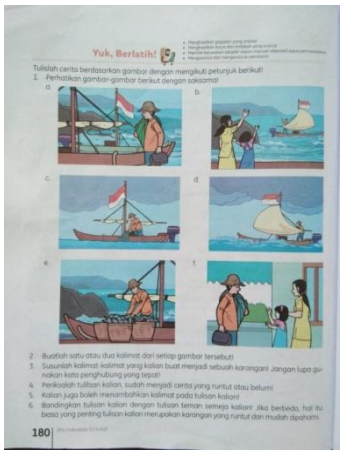


**Figure 1.** Textbook Learning Watching

**2. English Language**

The viewing activities integrated into English language learning were found in the textbook under the topic *Seasons*, where pictures of different seasons were presented and accompanied by explanations through an audio recording. This activity falls under the *audiovisual aspect*.

In addition to observing the pictures, students were also asked to complete exercises from the textbook, some of which could only be answered by listening carefully to the audio played by the teacher through a speaker. This implementation is categorized as *critical viewing*, as students were required to interpret visual and auditory information simultaneously to comprehend and respond accurately to the tasks**.**

**3. Javanese Language**

The viewing skills in Javanese language learning were implemented through the textbook material on *Aksara Jawa* (Javanese script). Students were introduced to the symbols of Javanese letters, numbers, and *sandhangan* (diacritics). Afterward, they were guided by the teacher to read and write the Javanese script on the board. This viewing activity falls under the *visual aspect* and is categorized as *critical viewing*.

**4. Mathematics**

In mathematics lessons, viewing activities appeared in the topic of *statistics*. The learning process was supported by visual media in the form of a PowerPoint presentation displayed through an LCD projector. This activity belongs to the *visual aspect*. The topic of statistics included data and data presentation in the forms of tables, bar charts, line graphs, and pie charts.

In addition to observing the teacher's explanations, students were also taught how to solve problems before being asked to work independently. The viewing activity in this lesson is classified as *critical viewing*.

5. **Science and Social Studies (IPAS)**
   Viewing activities in the IPAS subject were implemented through the textbook. In the topic of *economic activities*, illustrations depicted the processes of production, distribution, and consumption. At the beginning of the lesson, students were asked to read related passages in turns several times, followed by the teacher's explanation using a lecture method. This learning activity falls under the *visual aspect* and is categorized as *visual viewing*.
6. **Pancasila Education**
   Viewing skills found in the Pancasila Education subject first appeared in a *visual aspect* activity categorized as *visual literacy*. In the textbook, students read a passage titled *Maintaining the Unity of the Republic of Indonesia* on page 113. The teacher selected students to read the passage aloud repeatedly, after which a task sheet containing the duties of the Indonesian National Armed Forces (TNI) and the Indonesian National Police (POLRI) was presented. Students were asked to identify which statements corresponded to TNI or POLRI duties. The second implementation involved showing a film via an LCD projector, after which students were asked to express the moral message contained in the film. This viewing activity falls under the *audiovisual aspect* and is categorized as *critical viewing*.
7. **Project-Based Learning**
   In project-based learning, viewing skills were implemented using PowerPoint media displayed through an LCD projector with the topic *Traditional Games*. Pictures of various traditional games were presented, and students, working in groups, were tasked with analyzing the materials, preparation, and methods of playing the games. Their findings were written on paper and submitted to the teacher. This viewing activity belongs to the *visual aspect* and is categorized as *critical viewing*.


**Figure 2.** Application of Viewing Learning

8. **Al-Islam**
   In the Al-Islam subject, viewing activities were implemented in the topic *Prophets and Messengers* through PowerPoint media presented via an LCD projector. In addition, the viewing activity was supported by a wall craft displaying the names of the 25 Prophets and Messengers, colorfully arranged using folded paper. This viewing activity falls under the *visual aspect* and is categorized as *visual literacy*.
9. **Physical Education, Sports, and Health (PJOK)**
   Viewing skills in the PJOK subject were implemented using PowerPoint media displayed through an LCD projector with the topic *Camping Activities*. This viewing activity belongs to the *visual aspect* and is categorized as *visual literacy*.

**Discussion**

The viewing activities implemented in Grade IV A of SD IT Muhammadiyah Bandongan had actually been practiced before being officially recognized as part of the language skills in the Merdeka Curriculum. However, their implementation remains relatively simple and has not yet been systematically developed. In general, the application of viewing skills in this school is still limited. Observations showed that these activities appeared in only about forty percent of all lessons, with a

total of eleven occurrences during a one-month period. The activities were found in nine subjects, six taught by the homeroom teacher and three by subject teachers. In several lessons, viewing activities were integrated into textbook-based exercises or learning materials that already contained indicators of visual observation. For example, in mathematics lessons on statistics, students were asked to observe tables, charts, and diagrams to analyze data patterns and draw simple conclusions based on what they saw.

In Javanese language lessons, the *Aksara Jawa* material introduced students to symbols representing letters, numbers, and diacritics with specific meanings. This process demonstrates that viewing activities are not limited to visual media such as pictures or videos but also include understanding culturally meaningful visual symbols. Observations revealed that in terms of implementation, visual aspects were far more dominant than audio-visual ones. Most classroom activities emphasized the observation and interpretation of images, symbols, and diagrams rather than the combination of sound and visuals. The dominance of visual components suggests that teachers focused more on observation-based learning strategies that require students to process and interpret what they see (Ismail, Elpeltagy, S. Zaki, & Eldahshan, 2021). This approach gradually builds their ability to recognize visual patterns (H. Zhang et al., 2018), decode information, and link visuals with conceptual meanings, forming an essential foundation for developing viewing competence.

When analyzed from the type of skill, the implementation of viewing at the school covers two main forms: visual literacy and critical viewing (Comsa, Muntean, & Trestian, 2021). Both appear in relatively balanced proportions (Wang, Kumar, & Cheng, 2021), though visual literacy remains slightly more dominant. Visual literacy is seen when students respond to simple and familiar multimodal texts whose patterns are predictable. At this level, students demonstrate early comprehension and recognition of images or diagrams related to learning materials (Aoki et al., 2021). Meanwhile, critical viewing occurs at a more explorative stage, when learners begin to interpret the purpose, structure, and message of the visual content they encounter (A. Li et al., 2020). Through this stage, students are encouraged to think beyond what is visible, to question meanings, and to connect visual information with broader contexts. Thus, viewing activities at SD IT Muhammadiyah Bandongan not only train perception and attention but also nurture analytical and reflective thinking skills.

In practice, viewing activities are closely related to presentation skills (Riyanto, Murwani, Sulistiyani, & Rahfiludin, 2017). After completing their observation-based assignments, students were asked to present their work either individually or in groups (Su & Chiu, 2021). This process encouraged them to express ideas creatively and communicate their understanding based on visual observations (Lei et al., 2019). The integration of viewing and presentation tasks creates a more active learning environment where students are not passive recipients of information but active participants in constructing meaning (Pitarch, 2018). The teacher's role in this context shifts from being a sole provider of knowledge to a facilitator who guides and motivates students throughout the process (Colognesi, Coppe, & Lucchini, 2023). Such an approach aligns with student-centered learning (J. Wu, Guo, Wang, & Zeng, 2021), where engagement, curiosity (Valdez-Castro, 2025), and creativity become the driving forces of the classroom (Hapsari, Hanif, Gunarhadi, & Roemintoyo, 2019). Through these activities, learners develop confidence (Mitra, Mohanty, Corcoran, & Kougianos, 2020), communication skills, and the ability to explain visual information coherently in front of others.

The development of viewing skills in the classroom was supported by three types of learning media: textbooks, PowerPoint presentations, and wall crafts. Among these, textbooks were the most frequently used since they provide structured materials, illustrations, and consistent guidance aligned with the curriculum. Textbooks serve not only as sources of information but also as frameworks that help organize visual learning systematically. Meanwhile, PowerPoint presentations were used to enrich lessons with additional materials unavailable in textbooks. The presence of LCD projectors in every classroom allowed teachers to display engaging visuals, including images, animations, and simple videos. This helped make lessons more interactive and easier to understand. Students were more motivated when complex ideas were presented through visual representations, which improved their focus and comprehension. These media collectively made viewing activities more meaningful, combining structure, creativity, and interactivity in the learning process.

The final medium, wall crafts, consisted of educational posters and creative paper displays featuring essential concepts from various subjects (Hsu, Lin, Yeh, & Chen, 2022). These decorations contributed significantly to students' development, particularly in linguistic and visual-spatial intelligence (Lee, Huang, & Lin, 2016). Exposure to a literacy-rich classroom environment helped students become familiar with academic vocabulary and subject-related terminology. Written displays

often presented key formulas, definitions, or facts that reinforced lesson content. At the same time, colorful visuals and diagrams provided strong stimuli for memory and understanding. Through observing wall crafts, students learned to connect abstract ideas with concrete images, strengthening their conceptual grasp and cognitive processing (S.-R. Li & Chang, 2024). Such visual engagement also supported the growth of spatial reasoning skills, such as recognizing patterns, interpreting shapes, and understanding graphic representations. Consequently, the use of wall crafts not only beautified the classroom but also enriched students' learning experience through continuous visual stimulation and meaningful exposure.

## 4. Conclusion

The research findings indicate that the viewing learning model implemented in Grade 4A of SD IT Muhammadiyah Bandongan, Magelang Regency, has been applied at a rate of 40 percent. Within the category of viewing aspects, the implementation consists of 80 percent visual and 20 percent audiovisual activities. In the category of viewing types, the distribution includes 60 percent visual literacy and 40 percent critical viewing. At the visual literacy stage, viewing learning is still in its initial phase, characterized by students' comprehension and responses to simple and familiar multimodal texts with predictable structures. Meanwhile, in the critical viewing type, learning is positioned in the exploration phase, marked by the integration of strategies that enable students to understand, recognize, and interpret the content, purpose, and form of multimodal texts. The implementation of viewing learning is supported by three main types of media: textbooks (61 percent), PowerPoint presentations (31 percent), and wall crafts (8 percent).

The relatively limited proportion of viewing learning implementation can be attributed to several contextual factors. The research was conducted during the month of Ramadan, when the intensity and duration of classroom learning tend to differ from regular school days. A range of religious and extracurricular activities reduced the effective instructional time available for the practice of viewing-related tasks. Despite this limitation, viewing skills have in fact been practiced by Grade 4A students; however, there is no specific lesson plan that explicitly focuses on the systematic development of these skills. Likewise, no assessment or evaluation sheet has yet been developed to measure students' proficiency in viewing skills. This finding suggests that although viewing activities occur naturally in the classroom, they have not been formally structured as a distinct component within the overall language learning framework.

To enhance the quality and effectiveness of viewing learning, several measures can be recommended. First, lesson plans should be specifically designed to include viewing competencies, supported by clear learning objectives and strategies that promote observation and interpretation of visual media. Second, the use of supportive media needs to be expanded through the integration of modern technology, such as educational applications, interactive videos, and game-based platforms, to supplement textbooks and PowerPoint presentations. Third, teachers are encouraged to develop assessment instruments tailored to viewing skills, including indicators that reflect students' ability to interpret visual information critically and creatively. Fourth, both formative and summative assessments can be applied to track students' progress through written tasks, observation-based assignments, or project-based evaluations. Lastly, teacher training and professional development are essential to strengthen educators' pedagogical and assessment competencies in teaching viewing skills and other 21st-century literacies, ensuring that classroom practices remain relevant and effective in the evolving educational landscape.

## Declarations

### Author Contribution Statement

Yuli Wahyuningsih contributed to the conceptualization, research design, and drafting of the manuscript. Ikhwanuddin Abdul Majid was responsible for data collection, analysis, and interpretation of findings. Faisal Efendi contributed to the literature review, methodology validation, and editing of the manuscript. Arif Wiyat Purnanto supervised the research process, provided critical revisions, and approved the final version of the manuscript for submission.

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## Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

## Declaration of Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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