

Viewing Skills Training Using Edpuzzle For Students In Universitas Nias

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ABSTRAK

Pengabdian kepada masyarakat ini bertujuan untuk meningkatkan keterampilan memirsa mahasiswa melalui penggunaan video interaktif berbasis Edpuzzle. Program dilaksanakan pada bulan Mei 2026 di Universitas Nias, melibatkan sepuluh mahasiswa Program Studi Pendidikan Bahasa Inggris. Pendekatan kualitatif digunakan dengan pengumpulan data melalui observasi, catatan lapangan, dokumentasi, dan umpan balik peserta. Pelatihan meliputi (1) keterampilan memirsa oleh tutor, (2) demonstrasi fitur Edpuzzle, (3) praktik terbimbing dan proses implementasi, dan (4) kegiatan evaluasi serta diskusi hasil praktik yang sudah dilakukan. Hasil kegiatan menunjukkan bahwa peserta aktif dalam pelatihan dan mengalami peningkatan kemampuan dalam mengidentifikasi informasi, menafsirkan pesan, serta merespons konten audiovisual. Meskipun terdapat kendala koneksi internet dan kemampuan teknologi, program berhasil dilaksanakan. Edpuzzle efektif mendukung pengembangan keterampilan memirsa dan peningkatan literasi digital mahasiswa.

Kata kunci: Edpuzzle, Keterampilan Memirsa, Keterlibatan Mahasiswa, Literasi Digital, Video Interaktif

ABSTRACT

This community service program aimed to enhance students' viewing skills through the use of Edpuzzle-based interactive videos. The program was conducted in May 2026 at Nias University, involving ten students from the English Language Education Study Program. A qualitative approach was employed, with data collected through observation, field notes, documentation, and participant feedback. The training covered (1) an introduction to viewing skills led by the tutor, (2) a demonstration of Edpuzzle features, (3) guided practice and implementation, and (4) evaluation activities and discussions regarding the practice outcomes. The results indicated that participants actively engaged in the training and improved their abilities to identify information, interpret messages, and respond to audiovisual content. Despite challenges related to internet connectivity and technological proficiency, the program was successfully implemented. Overall, Edpuzzle proved effective in supporting the development of viewing skills, student engagement, and digital literacy.

Keywords: Digital Literacy, Edpuzzle, Interactive Video, Skills Viewing, Student Engagement

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INTRODUCTION

Viewing skills have become an essential component of English language learning in the digital era. Viewing is not merely the activity of watching audiovisual materials but also involves interpreting, analyzing, and evaluating visual information to construct meaningful understanding. By definition viewing skill involves the students actively to understand and interpret various visuals, including images, videos, symbols, and art (Rahman, 2025). In higher education, particularly in English language learning, viewing skills are increasingly important because students are frequently exposed to digital learning resources such as educational videos, online presentations, and multimedia platforms. Therefore, integrating technology into viewing activities is necessary to encourage active learning and improve students engagement with audiovisual materials.

The community service activity was conducted among students of the English Education Study Program at Universitas Nias. Based on preliminary observations and informal discussions conducted before the program, it was found that instructional videos had frequently been used during English classes. However, these videos were generally presented as supplementary learning materials without interactive learning activities. The use of interactive videos has been widely acknowledged as an effective strategy for increasing students engagement and comprehension. The effectiveness of videos in enhancing viewing skills has been extensively studied. Examined the impact of video length on a flipped English classroom, finding that shorter videos, were more effective in improving English proficiency, students satisfaction, and engagement compared to medium and long videos (Dugho, 2025). Most students only watched the videos passively and rarely had opportunities to answer questions, reflect on the content, or receive immediate feedback. Consequently, students' participation during viewing activities remained relatively low, and their viewing skills had not been optimally developed.

Ideally, English Education students should possess adequate viewing skills that enable them to identify important information, interpret audiovisual messages critically, and utilize educational technology effectively. These competencies are essential for prospective English teachers who are expected to integrate digital media into classroom instruction. However, the preliminary observations revealed a gap between the expected competencies and the actual learning practices. The limited use of interactive digital platforms reduced students opportunities to participate actively during viewing activities and to develop both their viewing competence and digital literacy. This situation highlighted the need for an educational intervention that could transform passive viewing into an interactive learning experience.

One interactive platform that can address this issue is Edpuzzle. The platform enables educators to embed questions, comments, explanations, and formative assessments directly into instructional videos, allowing students to interact actively with learning materials. This ability is critical for academic success (Sofologi, Efstratopoulou, Kamari, Bonti, & Katsiana, 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 (Arraya, 2022). These features make Edpuzzle a suitable learning medium for developing viewing skills while simultaneously promoting students' digital literacy.

Based on these conditions, a community service program entitled Viewing Skills Training Using Edpuzzle at Students in Universitas Nias was implemented to introduce interactive video-based learning to English Education students. The program aimed to improve students viewing skills, encourage active engagement with audiovisual materials, and strengthen their ability to utilize digital learning technologies in English language learning. It is expected that this activity will not

only enhance students' viewing competence but also provide an alternative instructional model that can be adopted in similar educational contexts.

Therefore, this community service activity aimed to improve the viewing skills of English Education students at Universitas Nias through Edpuzzle-based interactive video training. Specifically, the program sought to increase participants ability to interpret audiovisual information, promote active engagement during viewing activities, introduce innovative educational technology, and strengthen students digital competencies in English language learning. The outcomes of this activity are expected to provide practical benefits for participants while serving as an alternative model for integrating interactive digital media into community service activities in higher education.

PROBLEM IDENTIFICATION

Ideally, English Education students are expected to possess adequate viewing skills that enable them to interpret, analyze, and evaluate audiovisual materials critically while utilizing digital learning technologies effectively. These competencies are essential because prospective English teachers are expected to integrate technology into English language instruction and facilitate active, student-centered learning in accordance with the demands of 21st-century education.

However, preliminary observations conducted before the implementation of the community service program revealed different conditions among the participants. The program involved ten students from the English Education Study Program at Universitas Nias. The observations indicated that although instructional videos were frequently incorporated into English learning activities, they were primarily used as supplementary learning materials rather than interactive learning resources. Most participants relied on YouTube and TikTok as their primary learning media for accessing English learning videos. However, these platforms were mainly used for watching video content without interactive features that encourage learners to answer questions, reflect on the content, or receive immediate feedback. Furthermore, the majority of participants had never used Edpuzzle or similar interactive video-learning platforms. Consequently, their viewing activities remained focused on understanding the general content of videos instead of developing critical viewing skills, active engagement, and digital literacy.

These findings demonstrated a clear gap between the expected competencies and the actual learning conditions. Students were expected to become active learners capable of interacting critically with audiovisual materials through technology-supported learning. However, the limited use of interactive digital learning platforms reduced opportunities to achieve these competencies. Therefore, Edpuzzle was selected as an appropriate educational solution because its interactive features, including embedded questions, instant feedback, and progress monitoring, enable students to participate actively during viewing activities while simultaneously improving their viewing skills and digital literacy.

IMPLEMENTATION METHOD

This community service program was implemented through a training-based approach aimed at enhancing students viewing skills through the use of Edpuzzle-based interactive videos. The training was designed to introduce participants to the concept of viewing skills, familiarize them with the features of Edpuzzle, and provide hands-on experience in creating and utilizing interactive video activities. The implementation process consisted of four stages: preparation, training delivery, guided practice, and evaluation. Observation, documentation, field notes, and participant feedback were utilized to monitor the implementation process and evaluate participants' responses throughout the training activities. The purpose of this essay is to understand the theoretical

framework of qualitative research, its distinct characteristics, approaches, data collection and data analysis, and the advantages and disadvantages of qualitative research in order to be able to assess and review research that has been conducted using qualitative research methods (Wang, 2018).

Participants and Location

The training took place in May 2026 at Room 4 Universitas Nias. It involved ten students from the English Education Study Program. These students were chosen because they wanted to join the training and were interested in using technology to learn English. The training was, about integrating technology into English language learning, which was the focus. The participants showed willingness to participate in the training. The English Education Study Program was where the participants came from.



Figure 1. Introduction and Exploration of the Edpuzzle-based Web

Training Materials

The training materials were designed to introduce participants to the concept of viewing skills and the effective use of Edpuzzle as an interactive video-learning platform. The materials covered several topics. First, participants were introduced to the concept of viewing skills and their importance in English language learning, particularly in interpreting, analyzing, and responding to audiovisual content. Second, an overview of Edpuzzle was provided, including its features, functions, and potential applications in supporting interactive learning activities.

The training also included practical instruction on creating and managing Edpuzzle accounts, navigating the platform, uploading and editing videos, and embedding interactive questions into video content. Furthermore, participants were guided in designing video-based learning activities that encouraged active participation, critical thinking, and comprehension of audiovisual materials. Through these materials, participants were expected to improve their viewing skills and digital literacy competencies, which are essential for supporting English language learning in the digital era.

Procedures of the Training

The training was about using Edpuzzle to make videos interactive for learning. It helped students get better at watching and understanding videos.

The training materials included: An introduction to watching videos and using Edpuzzle.

The training had four parts:

1. Preparation
Before the training, the tutors got everything ready. They prepared the materials, internet and equipment needed. They also told the participants what to expect and when.
2. Introduction and Demonstration

The tutors explained why watching skills are important. They showed how Edpuzzle can help with videos. The participants saw a demo on how to use Edpuzzle. This included signing up using the platform and managing videos.

3. Practice Time

The participants practiced using Edpuzzle step by step. They made accounts trying out the platform and added questions to videos. They also made learning activities. The tutors helped those who needed it.

4. Evaluation and Feedback

At the end participants did tasks and shared their thoughts on Edpuzzle. They talked about what worked what didn't and what could be better. This helped plan trainings. The participants also shared their experiences with Edpuzzle. How it can support viewing skills. They discussed challenges and suggestions for training programs. The training helped participants learn how to use Edpuzzle to support viewing skills. Edpuzzle was a tool, for making videos interactive.

Data Collection Techniques

Data related to the implementation of the training program was collected through observation, field notes, documentation, and participants feedback. Observation was conducted throughout the training sessions to monitor participants attendance, engagement, participation, and responses to the learning activities. Field notes were used to record important events, challenges encountered during the training, and participants interactions throughout the program. Documentation in the form of photograph, screenshots, and training records was collected to provide evidence of the activities conducted. In addition, participants feedback was gathered at the end of the training to obtain information about participants experiences, perceptions, and suggestions for future training programs (Rassia, 2017). The collected information was used to evaluate the implementation process and assess the effectiveness of the training in supporting the development of viewing skills through Edpuzzle-based interactive videos.

Data Analysis

According to (Ramaddan & Nurbaiti, 2025). Data analytics is defined as the systematic process of analyzing raw data to generate insights that are useful for decision-making. Gartner categorizes data analytics into four levels of analysis: descriptive analytics (to explain what happened), diagnostic analytics (to understand why it happened), predictive analytics (to predict what might happen), and prescriptive analytics (to recommend optimal actions). The collected data were analyzed qualitatively through data reduction, data display, and conclusion drawing (Rijali, 2018). The tutors identified recurring patterns related to participants' engagement, technological competence, challenges encountered during the training, and the perceived benefits of using Edpuzzle for developing viewing skills. The findings were then interpreted to evaluate the effectiveness of the training program and its contribution to students learning experiences.

RESULT AND DISCUSSION

The implementation of the community service program generated several positive outcomes related to the enhancement of participants' viewing skills and digital literacy through the utilization of Edpuzzle as an interactive video-learning platform. These outcomes were identified through direct observations, participants' performance during the training sessions, facilitator field notes, and participants' reflections at the end of the activity. The evaluation focused on participants' ability to access and operate the Edpuzzle platform, engage with interactive video content, respond to embedded questions, and demonstrate active participation throughout the learning process.

Overall, the participants showed a positive response to the training activities. Most participants expressed enthusiasm when introduced to Edpuzzle because it was their first experience using an interactive video-learning platform. Unlike their previous learning experiences, which mainly relied on conventional videos accessed through YouTube and TikTok without interactive features, the use of Edpuzzle provided opportunities for participants to interact directly with learning materials through embedded questions, immediate feedback, and progress monitoring. These interactive features encouraged participants to become more actively involved during viewing activities rather than merely watching instructional videos passively.

The observation results further indicated that the participants were able to adapt to the platform after receiving guidance from the tutors. Despite encountering several technical challenges during the initial stage, such as internet connectivity issues and account registration difficulties, these obstacles were successfully resolved through direct assistance and collaborative problem-solving. By the end of the training, all participants had successfully completed the assigned learning activities and demonstrated an improved understanding of how interactive video platforms can support English language learning.

The following section presents the observation results obtained during the implementation of the community service program. Each finding is discussed in relation to previous studies and relevant educational theories to demonstrate the effectiveness of Edpuzzle in promoting viewing skills, learner engagement, and digital literacy among English Education students at Universitas Nias.

Tabel 1. Observation Result of Participants Performamce

No	Observation Indicators	Participant Achieving the Indikator (n=10)	Percentage (%)
1	Successfully accessed the Edpuzzle platform	10	100
2	Successfully created an Edpuzzle account	10	100
3	Successfully joined the online classroom	10	100
4	Actively participated in interactive video activities	9	90
5	Correctly answered embedded questions	9	90
6	Completed the assigned interactive video tasks	10	100
7	Demonstrated understanding of viewing skills	9	90
8	Expressed positive responses toward Edpuzzle	10	100

Table 1 summarizes the observation results obtained during the implementation of the community service program. Overall, the findings indicate that the training was successfully carried out, with most participants demonstrating positive engagement throughout the learning activities. All participants were able to access the Edpuzzle platform, create personal accounts, join the virtual classroom, and complete the assigned interactive video activities. These findings suggest that the participants were able to adapt quickly to the digital learning platform despite having limited prior experience with interactive video-based learning.

The observation also revealed that the participants actively responded to the embedded questions and completed the learning tasks provided through Edpuzzle. Compared with their previous learning experiences, which mainly involved watching educational videos on YouTube and TikTok without interactive learning features, the use of Edpuzzle encouraged participants to become more actively involved during the viewing process. Instead of passively watching videos, participants were required to answer questions, reflect on video content, and receive immediate feedback, creating a more meaningful learning experience.

Although several participants initially encountered technical difficulties, particularly related to internet connectivity and account registration, these challenges were gradually resolved through facilitator guidance and peer collaboration. As the training progressed, participants became increasingly confident in navigating the platform and utilizing its interactive features. The overall observation results demonstrate that Edpuzzle can be effectively implemented as an interactive learning medium to enhance viewing skills while simultaneously promoting learner engagement and digital literacy among English Education students.



Figure 2. Students Preparing to Participate in the Training Program

Training Implementation

The training activities were implemented in a supportive learning environment that facilitated participants engagement throughout the program. Prior to the commencement of the activities, participants prepared the necessary devices and ensured access to the internet and the required learning platforms. Observation results indicated that the training environment was generally conducive to learning. The room was clean, comfortable, well-organized, and equipped with adequate facilities, including laptops, a projector, audio equipment, and internet access. These facilities supported the implementation of the training activities and enabled participants to actively engage in the learning process. The availability of technological resources and a conducive learning atmosphere contributed to the smooth execution of the program and supported participants in completing the assigned tasks effectively.



Figure 3. Implementation of Edpuzzle-based Interactive Video Training

Participants Engagement during the Training

The observation data revealed that the participants demonstrated a high level of engagement throughout the training. They actively listened to the tutors explanations, followed instructions carefully, participated in discussions, and asked questions whenever they encountered difficulties. Several participants collaborated with their peers to solve technical problems and shared ideas regarding the use of Edpuzzle in English language learning. Initially, many participants concentrated mainly on viewing the videos instead of thoughtfully assessing the information provided. Nevertheless, as they grew accustomed to the interactive elements of Edpuzzle, participants showed enhanced focus on specifics, a better comprehension of the video material, and heightened involvement in subsequent discussions. The integrated questions prompted students to consider the information shown and engage actively during the viewing experience. The training sessions also allowed participants to pinpoint key concepts, acknowledge supporting details, and contemplate the messages delivered through the videos. By engaging in repeated practice, participants gained increased confidence in working with audiovisual content and showed improved skills in understanding information conveyed in English-language videos. Moreover, participants demonstrated growing autonomy in finishing tasks related to viewing. They managed to navigate the platform, answer interactive questions, and finish assigned tasks with little help. This suggests that utilizing Edpuzzle not only aided in the enhancement of viewing abilities but also promoted learner independence and active involvement in the educational process. In general, the results indicate that interactive videos using Edpuzzle can foster a more immersive viewing experience and offer significant chances for students to enhance their skills in comprehending, analyzing, and reacting to audiovisual material.

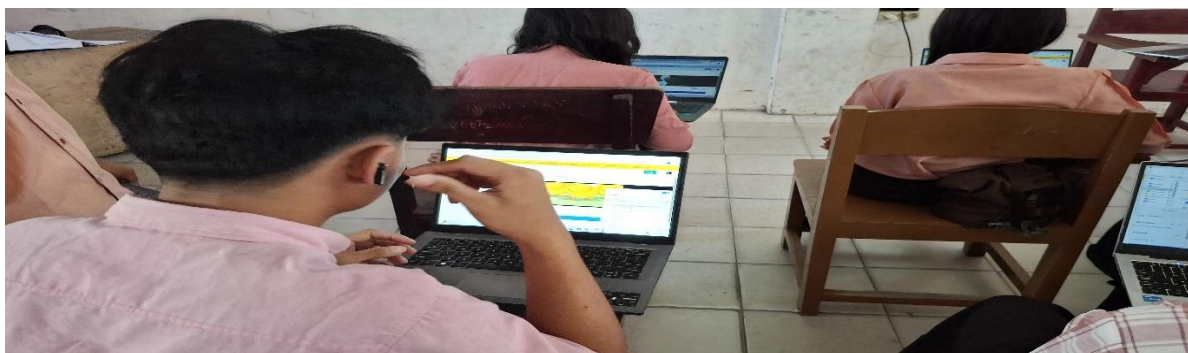


Figure 4. Participants Engaging in Edpuzzle Learning Activities

Development of Viewing Skills through Edpuzzle

The training program enhanced participants viewing abilities via Edpuzzle interactive videos and integrated questions. Students grew increasingly focused on audiovisual materials, enhanced their skills in pinpointing essential information, and engaged more proactively in discussions. The integrated questions fostered reflection and analytical thinking, aiding students in remembering information and identifying core concepts and supporting details. As the training advanced, participants grew increasingly self-sufficient in utilizing the platform and finishing tasks.



Figure 5. Students Developing Viewing Skills through Edpuzzle-based Interactive Video Activities

Strength and Limitations of the Program

The community service program demonstrated several significant strengths in supporting the development of participants' viewing skills and digital literacy. One of the primary strengths was the successful introduction of Edpuzzle as an interactive learning platform, which transformed conventional video viewing into a more engaging and student-centered learning experience. Through its embedded questions, instant feedback, and progress monitoring features, participants became more actively involved in the learning process rather than passively watching instructional videos. In addition, the program increased participants' familiarity with educational technology, providing valuable experience that can support their future roles as English teachers. The positive responses and active participation observed throughout the training indicate that Edpuzzle has considerable potential to enhance technology-integrated English language learning in higher education.

Despite these achievements, several limitations were identified during the implementation of the program. Internet connectivity occasionally affected the smooth execution of several training activities, particularly when participants accessed interactive videos simultaneously. Some participants also required additional guidance during account registration and initial navigation of the platform because they had never previously used interactive video-learning applications. Furthermore, the one-day training limited opportunities for participants to explore all features of Edpuzzle and to apply them in more diverse teaching and learning scenarios. Therefore, future community service programs are recommended to provide longer training sessions, continuous mentoring, and adequate internet facilities to maximize the effectiveness and sustainability of the program outcomes.

Challenges Encountered During the Training

Several challenges were encountered during the training, primarily related to technical issues, varying levels of digital proficiency, and internet connectivity. Although these challenges did not hinder the successful completion of the activities, they affected the pace of learning and necessitated additional support.

Some participants experienced difficulties with Edpuzzle account registration and email verification, requiring individualized assistance before they could fully engage in the practical activities. Additionally, intermittent internet connectivity issues occasionally disrupted access to instructional videos and interactive tasks, resulting in temporary delays.

Variations in participants' technological skills also presented challenges. Individuals with limited experience in using educational technology required more guidance and support, whereas others were able to complete tasks independently. Furthermore, some participants needed additional time to become familiar with Edpuzzle's interactive features, including embedded questions and assignment functionalities.

To address these challenges, the tutors provided step-by-step demonstrations, personalized assistance, and opportunities for peer collaboration. These strategies proved effective in resolving most issues and enabled participants to successfully complete the training program.

Overall, the challenges underscored the importance of thorough technical preparation, continuous learner support, and effective guidance in facilitating successful technology-enhanced learning experiences.

Participants Responses and Perceptions of the Training

1. Participants responded positively to the training, showing enthusiasm, active engagement, and participation in discussions and activities.
2. Many viewed Edpuzzle as an effective tool for English language learning, noting that its interactive features and embedded questions improved engagement and comprehension.
3. Participants valued the hands-on experience with educational technology, which increased their confidence in using the platform and creating interactive learning activities.
4. Although some faced minor technical issues initially, most were satisfied with the training and expressed interest in using Edpuzzle in future learning.

Overall, the program was well received and successfully introduced Edpuzzle as a useful tool for enhancing viewing skills and technology-supported English learning. The findings of this training program indicate that Edpuzzle-based interactive videos can effectively support the development of viewing skills among university students. During the training, participants demonstrated increased attention to audiovisual materials, actively responded to embedded questions, and engaged more deeply with the content presented in the videos. These findings suggest that the use of interactive video technology can transform students from passive viewers into active learners who participate in the meaning-making process. This findings is consistent with viewing skills are the ability to understand and make meaning of what is read, heard, or seen (Fitriana & Permanasari, 2025). Through the interactive features provided by Edpuzzle, participants were encouraged to identify key information, recognize supporting details, and reflect on the messages conveyed through audiovisual content. As a result, students became more actively involved in the viewing process and demonstrated greater understanding of the materials presented.

Futhermore, the positive outcomes observed during the training can be explained 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 previewing, while-viewing, and post viewing phases, aimed at enhancing students' comprehension and engagement with visual content. (Rahman, 2025). According to this theory, students process information more effectively when visual and auditory elements are presented together in meaningful ways. The integration of videos, audio, images, and interactive questions within Edpuzzle provided participants with multiple opportunities to process information through different channels. This learning environment enabled students to maintain concentration and improve their comprehension of the instructional content. Another important finding was the high level of participant engagement throughout the training program. The observation results showed that participants actively followed instructions, asked questions, collaborated with peers, and completed practical tasks enthusiastically.

The collaborative atmosphere observed during the training further viewing thus becomes crucial because, in order for students to fully engage in society, they must be able to comprehend multimodal texts and develop into more proficient, engaged, and critical viewers. Students knowledge and abilities to analyze visual texts and multimodal texts that incorporate visuals are developed through viewing order to address the competencies that students need to gain over a given semester, teachers must exhibit ingenuity and flexibility (Pratiwi, Sulistyani, & Khoiriyah, 2024). Although several challenges were encountered during the implementation of the training, including internet connectivity issues and account verification difficulties, these obstacles did not significantly hinder the achievement of the program objectives. Instead, they emphasized the importance of adequate preparation, technical support, and guidance when implementing technology-enhanced learning activities. Through continuous assistance and peer collaboration, participants were able to overcome most of the challenges and continue participating actively in the learning process.

Overall, the findings suggest that Edpuzzle is an effective educational tool for enhancing viewing skills, increasing students engagement, and promoting active learning in English language education. The platform provides meaningful opportunities for students to interact with audiovisual materials, develop critical viewing abilities, and strengthen their digital literacy skills. Therefore, the integration of Edpuzzle-based interactive videos can be considered a valuable strategy for supporting English language learning in higher education contexts.

CONCLUSION

The community service program, Teaching Viewing Skills through Edpuzzle-Based Interactive Video, demonstrated the effectiveness of Edpuzzle as a pedagogical tool for enhancing university students' viewing skills. Implemented with ten English Education students at Universitas Nias, the program enabled participants to engage with interactive video content, respond to embedded questions, and develop more active and meaningful interactions with audiovisual materials.

The findings indicated notable improvements in students ability to identify key information, interpret messages, and critically analyze video content. Furthermore, the use of Edpuzzle fostered students autonomy and strengthened participants confidence in utilizing digital technologies for educational purposes.

Throughout the program, participants exhibited a high level of engagement and motivation. Although several challenges were encountered, including internet connectivity issues, account verification difficulties, and varying levels of technological proficiency, these obstacles were effectively addressed through facilitator guidance and collaborative problem-solving.

In conclusion, Edpuzzle offers significant potential for enhancing viewing skills, increasing student engagement, and promoting digital literacy in English language learning. Educators are encouraged to incorporate interactive video platforms into their instructional practices, while future initiatives may further investigate their effectiveness across larger participant groups and diverse educational settings.

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