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Empowering Education: How Mobile Learning Enhances Critical Thinking Through Viewing Skills

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Abstract: This research investigated how English teachers in Indonesia use mobile learning to teach and assess students' critical thinking in viewing skill. Mobile learning has revolutionized education, making learning accessible anytime and anywhere. Previous studies show mobile learning improves students' critical thinking of language acquisition. Nevertheless, language competences develop in line with the digital industry era, for example viewing skill. This study breaks new ground by exploring the integration of mobile learning for critical thinking, with a particular focus on the under-researched area of viewing skill. Thus, it examined the English teachers' use of mobile learning in teaching critical viewing skill across provinces in Indonesia. Through a mix method study, this study aided by survey and structured interviews to obtain in-depth analysis. Collected data was systematically analyzed using the quantitative and qualitative method through a dataset to identify, analyze, mix, and report. The results show various findings that are grouped into four main findings: increased student motivation and critical thinking in English learning, enhanced digital literacy for viewing skill, a promising approach for addressing diverse learning needs, and optimistic about the potential of mobile learning to empower their learning experiences within the independent curriculum for English elements. However, to maximize these benefits and minimize distractions, teachers need to ensure mobile learning is well-integrated into lesson plans, promoting critical viewing and reducing disruptions.

Keywords: 21st century skills, Educational technology, Viewing comprehension

Introduction

The use of mobile learning as learning media may scaffold activities and have an engagement plan for improving students' digital literacy by using the tools and critical learning atmosphere (Li, 2020; Trede et al., 2019). It has been promoted for its crucial demands in 21-st century competencies (Cash, 2017). Cash further emphasized the importance of critical thinking in developing viewing skills, which enables students to effectively assess their comprehension of information. Given that our students are digital natives, it is important to provide them with learning experiences that cater to their critical thinking competence (Ahmad et al., 2020). Additionally, teachers' abilities are important to make ideal instructional technology activities that are integrated with critical thinking skill (Abel et al., 2022; Al-Maawali, 2022). So, teachers need to learn more about using technology in class. This will help them teach students who are already comfortable using phones and computers (Abel et al., 2022; Agustina et al., 2022). According to Harmer (2015), viewing skill is considered as receiving communication. Viewing enables them to interpret information presented in various visual media formats within a unified curriculum (Brown & Lee, 2015). Meanwhile, Corpuz & Bullecer (2017) said that teaching viewing skill in digital

reality requires language abilities that include digital literacy. It considers the agreement among educators regarding the necessity for English language teachers to change their focus from reading, writing, speaking, and listening to viewing and presenting digital skills (Khoo & Churchill, 2013; Nurjati et al., 2023). Viewing is considered the fifth key skill in language learning and instruction. Further, Brown and Lee (2015) said that teachers should acquire the necessary soft skills for clear instruction, especially focusing on digital literacy in the context of teaching and learning.

Indonesia's education system is undergoing significant changes, with a notable shift towards using visual thinking strategies facilitated by technology in language learning (Nurjati et al., 2023). This change underscores the importance of foundational literacy and proficiency in using technology (Hijazi & Alnatour, 2021). As students are increasingly adept at using technology, they now rely on visual aids to improve their reading comprehension and interpret textual information (Richards, 2015). This shift has led to students employing various strategies and critical thinking skills when analyzing visual content, as digital literacy in mobile learning has been found to enhance both student motivation and critical thinking (Kiliçkaya, 2018; Widora et al., 2025). Consequently, language educators are now focused on helping students develop 21st-century competencies, particularly in viewing skill, to strengthen engagement actively in wider terms (Nurjati et al., 2023; Zhang, 2016).

Furthermore, since 2022, Indonesia has implemented a new curriculum called Independent Curriculum, which includes several changes from the previous curriculum, especially in the area of English teaching. According to Regulation No. 032 from BSKAP (2024), there are three pairs of elements in English teaching: listening and speaking, reading and viewing, and writing and presenting. The focus of this research is on viewing skill. The learning objectives for each phase are progressive. By the end of each phase, students are expected to read and respond independently to texts, both familiar and unfamiliar, which contain predictable structures and familiar vocabulary. They should be able to identify and evaluate main ideas and specific information in texts of various genres, whether print or digital, including visual, multimodal, or interactive texts. Additionally, they should be able to determine the purpose of texts and start making inferences to understand implicit information within the text.

In line with curriculum updates, there is a growing need to incorporate adaptive technology (Chabibie, 2023). The modern classroom has changed a lot because of new technologies, like giving every student access to a tablet or laptop (Fajaruddin et al., 2024; Sakkir et al., 2023). Ongoing research on learning and the brain, along with the increase in what we know, are also reasons why teachers are changing how they teach. (Cash, 2017). Moreover, there is a rising trend of 'bring your own technology/device' in modern teaching, with teachers and students increasingly utilizing mobile devices that are commonly used outside the classroom (Harmer, 2015).

In addition, The Ministry of Education, Culture, Research, and Technology of Indonesia recommends six competences which one of them is critical thinking (Kemendikbudristek, 2024). According to Gambrill (2019), critical thinking is a method that encourages us to connect personal problems to societal issues, think critically, and consider context. It requires representation of opposing viewpoints, open discussion of disagreements and issues with preferred viewpoints, and empirical evidence to support contrary opinions. This shows that critical thinking plays a vital role in the teaching-learning process too. To integrate it into our classrooms, we should engage in activities such as establishing intellectual standards (Shamboul, 2022).

Recent studies found that mobile learning can increase critical thinking skill of students in language acquisition (Agustina et al., 2022; Ahmad et al., 2020; Boari et al., 2023; Efendi & Qodr, 2023; Firipis et al., 2018). However, traditional language learning typically concentrates on listening, speaking, reading, and writing. In the digital age, though, additional skills are required. Proficiency in using digital tools for viewing is increasingly essential for language acquisition (Corpuz & Bullecer, 2017; Magliano et al., 2013; Zhang, 2016). This research is innovative in exploring how mobile learning can be integrated into critical learning, with a particular focus on viewing skill, which are often neglected in current studies.

This research aims to explore how teachers utilize mobile learning to improve critical viewing learning. It addresses key gaps in our understanding of effective language learning strategies in the 21st century. Firstly, it investigates the largely unexplored integration of mobile learning with critical thinking instruction, particularly its impact on viewing skill. This area has seen limited research, calling for a comprehensive analysis of mobile learning's potential. Secondly, this research delves the use of mobile learning within critical thinking viewing instruction for English elements in the independent curriculum. This innovative approach provides a new pathway to enhance language acquisition in the digital age.

Method

Research Design

This study used mixed methods. By using the Sequential Explanatory Design method, it provides better understanding of research problems (Creswell, 2012). Firstly, this study conducted quantitative research. It used surveys to obtain in-depth analysis of mobile learning in critical thinking of viewing skill. Then, through descriptive qualitative, this study aided by structured interviews. The questions protocol observed teachers' perception, experiences, and reflection about the use of mobile learning in viewing class. Collected data was systematically analyzed using the quantitative and qualitative method through a dataset to identify, analyze, mix, and report.

The Participants

The method used convenience sampling that was selected for the participants who teach English in some provinces in Indonesia. The participants that joined the survey were 142 English teachers. Additionally, the researchers invited 5 English teachers voluntarily from some provinces of Indonesia that have adequate technology facilities for their students. The researcher began with the navigation of the participants involved based on the criteria.

Data Collection Technique

Quantitative data was collected by survey. The researcher used a questionnaire with 20 items of variable X and variable Y. There were four indicators related to the questionnaire. Firstly, the use of mobile learning (item 1 – 5), secondly, improvement of critical thinking competence (item 6 – 10). Then, improvement of viewing skill (item 11 – 15), finally teachers' perception and belief (item 16 – 20). It was a set of styles of Likert Scale. The questionnaire was validated and checked for reliability by using Pearson and Cronbach's Alpha with 30 random English teachers in a trial survey. Then, this valid and reliable questionnaire was distributed to English teachers in Indonesia by using a convenience sampling method. There are 142 teachers who participated in this survey. The counter stopped at that number because the collected data was saturated.

Qualitative data were collected using structured interviews to explore the reflection of the English teachers. There were three data collection steps in the study. Once 5 participants were chosen by using a purposive sampling method. Then, they were allocated to participate in online structured interviews via Zoom and focus group discussions online and offline. The questions protocol covered the following areas: background and experience, mobile learning, critical viewing learning, and reflection to future use. The interview protocol questions consisted of 12 questions.

Data Analysis Technique

This study used descriptive statistics to explain the quantitative collected data by using survey responses. The data was analyzed by using frequency tables and histogram forms for each item. Further, the score of the mean part through Likert Scale was categorized by specific technique (Joshi et al., 2015).

Table 1. Scales for classifying the result of a close-ended questionnaire (Syafryadin et al., 2022).

Categorization	Scale
SD (Strongly Disagree)	>1 to 1,8
D (Disagree)	>1,8 to 2,6
N (Neutral)	>2,6 to 3,4
A (Agree)	>3,4 to 4,2
SA (Strongly Agree)	>4,2 to 5

The qualitative data were evaluated using Thematic Analysis (TA) systematically, through a dataset to identify, analyze, and report on recurring patterns or themes (Braun & Clarke, 2022). Both individual and group interview questions for English teachers covered the following areas: background and experience, mobile learning, critical thinking, viewing skill, and reflection to future use. Furthermore, documentation such as lesson plans are utilized to strengthen trustworthiness and generate a more comprehensive picture of the primary findings.

Trustworthiness

The study used a triangulation technique to confirm that the data was accurate. The validity of the data was determined via source and theoretical triangulation in this study. Regarding the study's objectives, this paper aims to capture the reflections of teachers from various provinces in Indonesia. To ensure a clear and comprehensive analysis, this research followed the Consolidated Criteria for Reporting Qualitative Research (COREQ) table. This guideline focuses on three key areas: the research participant, the research design, and the analysis and results. By adhering to these guidelines, the study aims to provide valuable information for both researchers and readers (Tong et al., 2007).

Results and Discussion

The findings are presented based on the aims of this study; 1) correlation of mobile learning with critical thinking instruction, particularly its impact on viewing skill, and 2) perception of mobile learning usage within critical thinking viewing instruction for English elements in the independent curriculum.

How far is the integration of mobile learning with critical thinking instruction, particularly its impact on viewing skill?

This focus is analyzed by teachers' responses on the questionnaire. This survey was observed using descriptive statistics. The data tabulation was shown both in frequency and histogram for each item. Then, the results were converted to classified scale. Based on the descriptive analysis result in Table 2 and 3, it can be identified in some discussions. First, for item 1 to 5 as variable X has the indicator of the use of mobile learning. All those 5 items showed agree scale. It means that teachers in Indonesia are familiar with mobile learning usage in the learning process, especially in English Learning and Teaching (ELT) (Fajaruddin et al., 2024; Gunawan et al., 2023). Additionally, it presented the perception that teachers have sufficient skill and are already trained in utilizing the technology and implemented in engaging students' learning effectiveness. Secondly, for item 6 to 10 as variable Y has the indicator of critical thinking improvement. This indicator has one strongly agree in item of teachers' belief that critical thinking skills in learning are very important. This category mentioned that critical thinking has a crucial role in ELT to improve students' understanding related to the materials (Cranton, 2016; Li, 2020). Besides that, four other items were on agree scale. Specifically, educators frequently use videos or visual content from mobile devices to teach critical thinking. Further, teachers mostly often ask students to analyze or evaluate content seen on mobile devices, promoting deeper engagement with digital material. Furthermore, they used mobile devices to facilitate class discussions about visual content, fostering interactive and reflective classroom dialogues. Although there were very few responses which ignore these statements, the general consensus highlights a shared belief in the benefits of mobile technology for enhancing critical thinking skills.

Next, items 11 to 15 are variable Y that are related to viewing skill improvement. Those items portray a strong overall agreement of the statements with the smallest scale is 3.64%, and the highest scale is 4,23%. These items indicate mostly teachers understand about viewing skill. Moreover, with teachers recognizing the pivotal role of mobile devices in enhancing students' proficiency in this area, viewing skill assessment is deemed crucial. The majority express a belief that utilizing mobile devices contributes significantly to the development of students' viewing skill (Silverblatt, 2018; Victor Lim & Tan-Chia, 2023). Then, teachers frequently employ these devices to impart the skill of analyzing visual content, often integrating them into student projects such as presentations or video-based assignments. Additionally, many teachers utilize specific applications, platforms, or software tailored to teaching viewing skill, underscoring the various technological methods used in contemporary education to promote student learning.

The last indicator is about teachers' perception and belief. The items from 16 to 20 have various scales such as neutral, agree, and strongly agree. However, the categories indicate positive results toward the statements. Confidence in utilizing mobile devices for teaching critical thinking skills in viewing class is evident, acknowledging their significant impact on student outcomes in both viewing skill and critical thinking abilities. Despite facing challenges in integrating mobile devices for teaching these skills, teachers express their capacity to enhance students' viewing skill, particularly in critical thinking aspects. Commitment to staying abreast of digital learning advancements highlights teachers' dedication to effective pedagogy in modern education (Mcgovern, 2024). On the other hand, in this discussion of the survey result, it shows that participants who chose a lower level in Likert scale were indicated as extremely rarely used mobile learning in ELT. For having a strong

reason, researchers analyzed other items in depth. It was found that those participants had lack of facilities and mobile learning training for ELT.

Table 2. Survey of teachers' use of mobile learning in critical thinking of viewing skill

No	Item	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)
1	I often use mobile devices (smartphones/tablets) in the process of learning English.	6 (4,2%)	5 (3,5%)	18 (12,7%)	79 (55,6%)	34 (23,9%)
2	The use of mobile devices is effective in increasing student engagement in the classroom.	4 (2,8%)	7 (4,9%)	11 (7,7%)	79 (55,6%)	41 (28,9%)
3	I have received training on the use of mobile technology in education.	5 (3,5%)	19 (13,4%)	22 (15,5%)	68 (47,9%)	28 (19,7)
4	My school has support facilities for using mobile learning.	2 (1,4%)	24 (16,9)	23 (16,2%)	62 (43,7%)	31 (21,8%)
5	I have sufficient skills to integrate mobile learning in the classroom.	5 (3,5%)	5 (3,5%)	21 (14,8%)	80 (56,3%)	31 (21,8%)
6	I believe that critical thinking skills in learning are very important.	4 (2,8%)	0 (0%)	1 (0,7%)	51 (35,9%)	86 (60,6%)
7	I feel that using mobile devices helps in developing students' critical thinking skills.	5 (3,5%)	1 (0,7%)	17 (12%)	72 (50,7%)	47 (33,1%)
8	I often use videos or visual content from mobile devices to teach students critical thinking skills.	6 (4,2%)	6 (4,2%)	24 (16,9%)	62 (43,7%)	44 (31%)
9	I often ask students to analyze or evaluate the content they see on mobile devices.	7 (4,9%)	7 (4,9%)	30 (21,1%)	72 (50,7%)	26 (18,3%)
10	I often use mobile devices to facilitate class discussions about visual content.	6 (4,2%)	9 (6,3%)	35 (24,6%)	64 (45,1%)	28 (19,7)
11	Assessing viewing skill in learning is important.	5 (3,5%)	0 (0%)	8 (5,6%)	73 (51,4%)	56 (39,4%)
12	I feel that using mobile devices helps in developing students' viewing skill.	4 (2,8%)	1 (0,7%)	10 (7%)	80 (56,3%)	47 (33,1%)
13	I often use mobile devices to teach the skill of analyzing visual content.	4 (2,8%)	9 (6,3%)	34 (23,9%)	69 (48,6%)	26 (18,3%)
14	I often ask students to create presentations or video-based projects using mobile devices.	6 (4,2%)	11 (7,7%)	36 (25,4%)	64 (45,1%)	25 (17,6%)
15	I often use specific apps, platforms, or software to teach viewing skill.	4 (2,8%)	4 (2,8%)	48 (33,8%)	58 (40,8%)	28 (19,7%)
16	I am confident in using mobile devices to teach critical thinking skills in viewing.	7 (4,9%)	2 (1,4%)	24 (16,9%)	72 (50,7%)	37 (26,1%)
17	The influence of using mobile devices on the outcomes of students' viewing skill and critical thinking abilities is significant.	6 (4,2%)	3 (2,1%)	24 (16,9%)	82 (57,7%)	27 (19,0%)
18	I often face challenges in using mobile devices for teaching viewing skill along with critical thinking abilities.	6 (4,2%)	10 (7%)	26 (18,3%)	80 (56,3%)	20 (14,1%)
19	I am able to improve students' viewing skill, particularly in terms of critical thinking.	5 (3,5%)	4 (2,8%)	34 (23,9%)	77 (54,2%)	22 (15,5%)
20	I will try to keep up with the developments in digital learning effectively.	5 (3,5%)	2 (1,4%)	7 (4,9%)	57 (40,1%)	71 (50%)
Mean Score		3,57%	4, 58%	15,96%	49,41%	22,59%

Table 3. Scale classification

No	N	Mean	Scale Categorization
1	142	3.92	Agree
2	142	4.03	Agree
3	142	3.67	Agree
4	142	3.68	Agree
5	142	3.89	Agree
6	142	4.51	Strongly Agree
7	142	4.09	Agree
8	142	3.93	Agree
9	142	3.73	Agree
10	142	3.70	Agree
11	142	4.23	Strongly Agree
12	142	4.16	Agree
13	142	3.73	Agree
14	142	3.64	Agree
15	142	3.72	Agree
16	142	3.92	Agree
17	142	3.85	Agree
18	142	2.93	Neutral
19	142	3.75	Agree
20	142	4.32	Strongly Agree

Nevertheless, in summary, the descriptive statistics analysis of the survey results reveals several key findings; 1) English teachers in Indonesia generally express positive perceptions and beliefs of a high familiarity and agreement level with mobile learning usage, 2) teachers reflect a strong consensus on the importance of critical thinking skills in ELT, with frequent use of mobile devices to facilitate critical thinking through various activities such as analyzing content and facilitating class discussions, 3) teachers demonstrate a solid understanding of viewing skill and acknowledge the significant role of mobile devices in enhancing students' proficiency in this area, utilizing them extensively in teaching and assessment.

Finally, for getting accurate and depth analysis study, qualitative research was conducted by interviewing and organizing focus group discussion. This method was held to answer the next goal of this research about exploring the use of mobile learning within critical thinking viewing instruction for English elements in Indonesia's independent curriculum.

What are teachers' perceptions of mobile learning usage within critical thinking viewing instruction for English elements in the independent curriculum?

The findings will be displayed in a table summarizing the Thematic Analysis derived from interviews and focus group discussions. The protocol questions address six aspects: learning experiences, mobile learning, critical thinking, viewing skill, challenges in using mobile learning for critical viewing skill, and expected learning outcomes. The analysis involves 5 teachers from 5 different provinces in Indonesia. They participated as the volunteers of participants who responded in high, medium and low scale in previous survey study. The detailed TA is presented below:

Table 4. Themes and codes of teachers' reflection in learning experiences

Theme	Code				
	Participant 1	**Participant 2**	**Participant 3**	**Participant 4**	**Participant 5**
Learning experiences	a. 24 years b. Phase D, E, F c. Has implemented Independent Curriculum since 2023	a. 6 years b. Phase E and F c. Has implemented Independent Curriculum since 2022	a. 20 years b. Phase D c. Has implemented Independent Curriculum since 2022	a. 9 years b. Phase D c. Has implemented Independent Curriculum since 2023	a. 15 years b. Phase B c. Has implemented Independent Curriculum since 2023

Learning experiences, these teachers have approximately more than 10 years of teaching experience at the various phases. They also implemented the Independent Curriculum in their learning activities. To make it clear about the phase, B is third and fourth grade, D is for all grades in junior high school, E is for tenth grade, and F is for eleventh and twelfth grade (Kemendikbudristek, 2024). It is noteworthy that all teachers instruct students across all diverse phases which provides a solid basis for gathering information from the participants.

Table 5. Themes and codes of teachers' belief in mobile learning

Theme	Code				
	Participant 1	**Participant 2**	**Participant 3**	**Participant 4**	**Participant 5**
Mobile learning	a. Use mobile phones b. Students install Quizizz, Live Worksheets , and Canva on their phones.	a. Use Chromebook. b. Use various platforms and applications	a. Use laptop, mobile phone, or tablet b. Use videos, digital books, and slides. c. Teacher create interactive multimedia by using articulate storyline	a. Use Android b. Use various platforms and applications c. Students install Canva, Google Classroom d. Students install Canva, video editor, and simple present tense apps.	a. Use Android b. Use various platform and application c. Teachers also use digital games, Bing creator, Word wall, and AI

Mobile Learning, the teachers utilize various devices and applications to enhance their learning and teaching experiences. Some participants use mobile phones, while others utilize Android devices, and Chromebooks. They incorporate a variety of platforms and applications, including Quizizz, LiveWorksheets, Canva, video editors, Google Classroom, and Wordwall. In addition, some teachers independently develop interactive multimedia using tools like Articulate Storyline and Smart Apps Creator by themselves. They also leverage digital resources such as books, videos, slides presentation, digital games and AI tools, to enrich the learning experience.

In the deep analysis, participant in phase B, is the one who rarely uses mobile devices in the class. Considering students' readiness in using mobile phones, teachers only use it for the lesson preparation and give some links to be learned in their home (Tiitinen, 2015). So, in this case, parents' phase B may accompany them to explore the materials at home.

Table 6. Themes and codes of teachers' belief about critical thinking

Theme	Code				
	Participant 1	**Participant 2**	**Participant 3**	**Participant 4**	**Participant 5**
Critical Thinking	a. It has big influences. b. Students can explore as much as possible of the resources c. Students can interact with each other to promote their critical thinking easily. d. Student learn in their own learning styles	a. Mobile learning is interesting, effective, and helpful to enhance critical thinking skill. b. Students can adjust their interest enthusiastically and critically. c. Fulfill learning objectives d. Answer era's demands e. Students more active, interested, excited, and motivated f. Abundant resources	a. Students' critical is powered up b. Students' talent appears (advanced skill in creating products) c. Enhance students critically and creatively view, understand, and analyze d. Easy to solve problem e. Student more enthusiastic	a. Student more enthusiastic and critical in ELT b. It promotes students' critical thinking by having abundant resources from mobile learning	a. Teacher is easy to deliver the materials b. No limitation of time and places c. Students can stimulate their critical thinking by utilize mobile learning with their parents at home

Critical Thinking, the responses indicate that mobile learning has significant positive impacts on education (Mulyadi et al., 2022). It allows students to explore abundant resources and interact with peers, thereby promoting critical thinking (Elverİcİ, 2023). Mobile learning is seen as interesting, effective, and helpful in enhancing critical thinking skills, allowing students to enthusiastically and critically engage with content, meet learning objectives, and adapt to modern demands. It helps students become more active, interested, excited, and motivated in their own learning styles (Elaish et al., 2023). The approach fosters advanced skills in creating products, problem-

solving abilities, and a critical and creative mindset. Teachers find it easier to deliver materials without limitations of time and place, and students can continue to develop their critical thinking skills at home with parental support.

Table 7. Themes and codes of teachers' belief in viewing skill

Theme	Code				
	Participant 1	**Participant 2**	**Participant 3**	**Participant 4**	**Participant 5**
Viewing Skill	a. Easier assessment b. More simple learning in giving assignment	a. Well-trained through mobile learning b. Comprehend the material c. Increased engagement with multimodal content	a. Mobile learning improves observational skills b. Observing digitally enhances critical thinking c. Easy to conduct various content	a. Mobile learning greatly aids in developing viewing skill b. Enhance viewing skill through watching educational videos c. Using viewing activities at the start of lessons as a stimulus	a. Effective assessment and assignment b. Mobile learning promotes viewing skill

Viewing Skill, mobile learning offers multifaceted benefits, including enhancing observational skills, critical thinking, and viewing proficiency (Silverblatt, 2018). Through well-structured training and comprehension of materials, students engage more deeply with different multimodal content, thereby increasing their participation and understanding. Additionally, mobile learning facilitates easier assessment and simplifies the process of assigning tasks, ultimately promoting effective learning outcomes. This approach not only aids in developing viewing skills through educational videos but also utilizes viewing activities as effective stimuli at the outset of lessons. In general, mobile learning strongly reinforces and enhances viewing abilities.

Table 8. Themes and codes of teachers' belief about the challenges

Theme	Code				
	Participant 1	**Participant 2**	**Participant 3**	**Participant 4**	**Participant 5**
Challenges in using mobile learning for critical viewing learning	a. Signal and quota b. Time management c. Choose the appropriate media in the class d. Prepare the best way in the lesson plan	a. Signal and quota b. School rules that do not allow mobile phones c. Teachers' skill d. Time management	a. Distractions from outside sources b. Type of device c. Lack of support from parents regarding students' screen time during school	a. Advanced students require challenging tasks b. Distractions from external sources c. Students may overlook the process steps due to completing tasks too quickly	a. Difficult to treat a specific application b. School rules that do not allow mobile phones

Challenges in using mobile learning of critical viewing learning, overall, managing mobile devices in the classroom presents various challenges and considerations. These include issues such as signal and data limitations, teachers' competency in utilizing technology effectively, and the need for teachers to manage their time efficiently. Further, selecting appropriate media for educational purposes, preparing comprehensive lesson plans, and addressing distractions from external sources are essential factors to consider.

Moreover, accommodating advanced students with challenging tasks while preventing distractions and ensuring thorough understanding of tasks are crucial aspects of mobile device management in educational settings. In this deep interview, although there are school rules not allowing mobile phone usage, teachers have the special right to permit students to bring their mobile phones for specific materials. In the learning process, students' mobile phones will be coordinated by the teacher. Additionally, alternative school facilities like Chromebooks which can be moved to each classroom, can address these limitations. Furthermore, the use of mobile phones can still be implemented at home under parental supervision regarding assignment delivery and seeking learning resources.

Expected Learning, teachers hope mobile learning to play a significant role in enhancing critical viewing skill through access to training and getting relevant content. Further, Independent Teaching Platform or Platform Merdeka Mengajar (PMM) offer increased viewing content, particularly in ELT. The next expectation is the government's implementation of filters for unbeneficial content. It will help to minimize distractions and support students' critical viewing skills. Additionally, other hopes are that mobile learning will initiative aim to integrate with Artificial Intelligence (AI), provide comprehensive applications to mitigate distractions, and introduce open-ended questions to enhance learning experiences. As a result, students are expected to become more self-reliant

in their learning, mastering English effectively and improving their critical viewing skill with the abundance of available content on mobile learning.

Table 9. Themes and codes of teachers' belief about expected learning

Theme	Code				
	Participant 1	**Participant 2**	**Participant 3**	**Participant 4**	**Participant 5**
Expected learning	a. Get training and content related to viewing skill. b. Independent Teaching Platform or Platform Merdeka Mengajar (PMM) could give more viewing content, especially in ELT. c. Government has a specific filter for unbeneficial content that can distract students' critical viewing skill. d. Mobile learning increase viewing skill	a. No distraction during learning process b. Mobile learning increases viewing skills c. Get training and content related to viewing skills.	a. Integration of mobile learning with artificial intelligence is planned. b. A comprehensive application will be available to mitigate distractions and overcome signal and data limitations. c. An application featuring open-ended questions will be introduced. d. Students are expected to become more self-reliant in their learning	a. Mobile learning serves as effective tools for mastering English. b. Mobile learning enhances critical viewing skill. c. Mobile learning offers visualization of materials akin to real-life scenarios, integrated with AI.	a. Mobile learning is available for direct feedback b. Mobile learning increases critical viewing skills c. More content of viewing skill in PMM

Conclusion

The integration of mobile learning with critical thinking instruction, particularly its impact on viewing skill, is evident from the survey findings. English teachers in Indonesia demonstrate a strong consensus on the importance of critical thinking skills in ELT, frequently utilizing mobile devices to facilitate critical thinking activities and discussions. Moreover, they acknowledge the significant role of mobile learning in enhancing students' viewing skills, utilizing them extensively in teaching and assessment. Despite challenges such as a lack of facilities and training for mobile learning in ELT, teachers express confidence in their capacity to enhance students' viewing competence, especially in critical thinking aspects. This suggests that the integration of mobile learning with critical thinking instruction has a positive impact on viewing skill, as teachers recognize the potential of mobile devices to promote deeper engagement with digital material and foster interactive and reflective classroom interaction.

Moreover, teachers' perceptions of mobile learning usage within critical thinking viewing instruction for English elements in the independent curriculum are generally positive. They recognize mobile learning as an effective tool for enhancing critical thinking skills and viewing proficiency among students. Through the integration of mobile devices and applications, teachers aim to promote deeper engagement with different digital content, foster interactive classroom discussions, and facilitate the development of analytical and evaluative skills by students' own learning styles. Teachers are optimistic about the potential of mobile learning to empower students and enrich their learning experiences. Ultimately, teachers perceive mobile learning as a valuable resource for promoting critical thinking and enhancing viewing proficiency within the independent curriculum for English elements.

Recommendations

Future researchers can conduct research related to improving viewing skills with some appropriate methods. In addition, designing an application to provide solutions towards external distraction, problems of signal or data, and time management in using mobile learning would be useful.

Scientific Ethics Declaration

* This study was conducted in accordance with ethical standards. The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

Conflict of Interest

* The authors declare no conflicts of interest.

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