Indonesian Journal of Linguistics and Educational Studies
Vol. 1, No. 3, September 2026, pp. 227~238
ISSN: 3163-3668, DOI: https://doi.org/10.67490/ijled.v1i3.1056

Learning through many modes: gesture, image, talk, and the multimodal organization of Indonesian classroom meaning

Ivan Riyadi
Universitas Islam Negeri Raden Fatah Palembang, Indonesia

Article Info

Article history:

Received Aug 16, 2026
Revised Sep 13, 2026
Accepted Sep 30, 2026

Keywords:

classroom interaction;
epistemic participation;
gesture;
multimodality;
semiotic orchestration.

ABSTRACT

Background: Indonesian classrooms organize meaning through speech, gesture, gaze, images, writing, objects, sound, bodily movement, and spatial arrangements, yet research has often examined these resources separately or primarily as instructional media. **Objective:** This study investigates how multimodal resources are coordinated across classroom contexts, how pedagogic progressions are organized, and how participation opportunities are distributed across educational levels and subjects. **Method:** This study employed a comparative corpus design using nine verified public classroom audiovisual records, eight peer-reviewed studies, and five policy documents, analysed through multimodal episode annotation, sequential interaction analysis, and participation–epistemic auditing with evidence-linked coding. **Results:** Visual–material conceptualization formed the dominant corpus profile, followed by talk–writing–digital mediation and embodied–sensory–spatial participation. Documented pedagogic progressions clustered around representational elaboration, textual or data interpretation, feedback, sensory detection, and situated spatial activity. Participation affordances were distributed across manipulative, interpretive, evaluative, and embodied entry points, although their realization depended on interactional recognition, sequencing, and modal authority. **Implication:** Findings indicate that inclusive multimodality requires coherent orchestration, temporal coordination, and recognition of diverse contributions rather than accumulation of media or representational channels. **Novelty:** This study integrates representational, sequential, and epistemic dimensions within one evidence-linked framework for analysing Indonesian classroom meaning-making across diverse Indonesian institutional and curricular settings.

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Corresponding Author:

Ivan Riyadi
Universitas Islam Negeri Raden Fatah Palembang, Indonesia
Jalan Prof. K.H. Zainal Abidin Fikri KM. 3,5, Palembang, Sumatera Selatan 30126, Indonesia
Email: ivanriyadi_uin@radenfatah.ac.id

1. INTRODUCTION

Indonesia's classroom system makes the organization of meaning a large-scale social concern rather than a narrow methodological question. Dapodik-based figures reported by Statistics Indonesia recorded 439,784 educational institutions, 52,913,427 learners, and 3,382,207 teachers in the 2024/2025 academic year, indicating that everyday classroom interaction is reproduced across an exceptionally extensive and heterogeneous system each day. These encounters occur amid linguistic plurality, uneven infrastructure, varied school levels, and differing access to digital and material resources. Language policy can distribute educational authority unevenly between Bahasa Indonesia and local languages, while translanguaging may broaden participation when institutional expectations permit it [1], [2]. Infrastructure disparities can likewise

shape which representational resources teachers and students can mobilize [3]. Consequently, learning cannot be adequately understood as verbal information transfer alone. How teachers and students coordinate speech, gesture, gaze, images, writing, objects, and classroom space affects what becomes noticeable, intelligible, contestable, and available for participation.

Existing scholarship establishes that multimodality is integral to pedagogy, literacy, and disciplinary learning. Teachers combine speech, gesture, images, writing, and spatial arrangement to redesign curricular knowledge, while students interpret and produce meaning across representational forms [4], [5], [6]. Reviews of K–12 research show that multimodal instruction operates across subjects and learner populations, although studies differ in their definitions, interventions, and measures [7]. Recent Indonesian research has examined multimodal texts, teacher perceptions, classroom resources, and implementation challenges in English education [8], [9]. Yet much of this literature treats modes as instructional inputs, designed materials, or reported strategies. Less attention has been given to how modes become temporally coordinated within Indonesian classroom episodes, how one mode recontextualizes another, and how such configurations organize student responses, repair, and epistemic participation across subjects and educational levels.

This study therefore examines multimodality as an interactional organization of classroom meaning rather than as the simple co-presence of media. It asks how teachers and students coordinate talk, gesture, gaze, image, writing, objects, sound, bodily movement, and spatial positioning during meaning-making episodes. It investigates which recurring configurations organize concept introduction, explanation, demonstration, questioning, response, repair, evaluation, and consolidation. A third concern is how these configurations distribute opportunities to initiate contributions, interpret representations, demonstrate understanding, challenge formulations, and secure acknowledgment. Sequential attention is essential because multimodal resources acquire significance through their timing and relation to preceding and subsequent actions, not through isolated frequency alone [10]. This study also considers multilingual and transmodal movement, since classroom participants may shift meaning across languages and semiotic forms when concepts exceed one representational channel [11]. These questions connect modal orchestration with participation without presuming causal effects on achievement.

This study advances the argument that classroom meaning emerges through patterned modal ensembles whose significance depends on sequencing, functional distribution, and participant uptake. Talk may name a concept, gesture may locate or shape it, an image may stabilize comparison, writing may authorize a formulation, and an object may permit embodied testing; however, no mode carries a function apart from interaction. Multimodal organization may expand epistemic access when students can respond through several semiotic routes, but it may also reinforce teacher authority when images, boards, or gestures close interpretation. This proposition extends multimodal pedagogy from cataloguing resources toward explaining how representational authority is negotiated. It also reframes inclusion as access to meaningful participation rather than exposure to multiple media. Such an account can inform teacher education by identifying when modal combinations invite interpretation, repair, and student-initiated contribution, while supporting more context-sensitive evaluation of multilingual classrooms and digital feedback practices [12].

2. LITERATURE REVIEW

2.1. Multimodality

Multimodality refers to meaning making through the coordinated use of semiotic modes rather than through language alone. Foundational accounts describe modes as socially shaped resources whose affordances differ across speech, image, gesture, writing, sound, and spatial design [13], [14]. Later scholarship distinguishes multimodality from multimedia: multimedia concerns multiple delivery technologies, whereas multimodality concerns how representational resources jointly organize meaning [5]. Grapin [15] further links multimodality to disciplinary communication, while Lim and Unsworth [6] emphasize curricular recontextualization. Accordingly, multimodality is best understood as a relational process, not a checklist of separately available classroom resources in situated practice.

Its analytical categories therefore concern both modal selection and intermodal relation. Modes may function as primary carriers of conceptual content, supporting cues, or resources for emphasis, elaboration, contrast, and transformation. Lim, Towndrow, and Tan [4] show that teachers orchestrate representations according to pedagogic purpose, while Si, Hodges, and Coleman [7] demonstrate substantial variation across subjects and learner groups. Indonesian studies similarly identify visual, auditory, textual, gestural, and digital resources, yet often classify them by presence rather than function [8], [16]. A stronger framework must therefore code affordance, relation, timing, and instructional work within episodes simultaneously.

2.2. Multimodal interaction shifts

Multimodal interaction shifts attention from designed resources to meaning as it unfolds between participants. Unlike approaches that analyse textbooks, slides, or videos as completed artefacts, interactional perspectives examine how talk, gaze, gesture, posture, objects, and inscriptions become consequential

through timing and uptake. Zhang [17] demonstrates that teacher input gains meaning through coordinated verbal and embodied cues, while Williams, Tang, and Won [18] show learners assemble modes during scientific inquiry. Kajamaa and Kumpulainen [19] similarly conceptualize knowledge practices as materially and collaboratively produced. Wang and Dai [10] extend this position by modelling recurrent teacher student sequences, making temporality central to analysis.

Relevant indicators include initiating action, response, follow up, modal alignment, transition, repair, and reformulation. A gesture may precede speech, an image may anchor subsequent explanation, or writing may ratify an interpretation after discussion. Such patterns matter because identical resources can perform different interactional functions depending on sequence. Preston, Hubber, and Xu [20] show how representations vary across conceptual development, while De Zarobe and Querol Julián [11] connect multimodality with multilingual classroom practice. Liu [21] further argues that multimodal work requires professional judgment rather than procedural technique. Analysis must identify ordered relations among actions, not merely count gestures, images, or utterances.

2.3. Epistemic participation

Epistemic participation concerns how interaction distributes rights to know, interpret, question, demonstrate, and validate meaning. It differs from behavioural engagement, which may register attention or task completion without showing who can shape knowledge. Multilingual and culturally sustaining research demonstrates that participation expands when students can mobilize familiar languages, experiences, and representational forms [22], [23], [24]. In Indonesia, translanguaging may widen access, while language policy may still privilege particular linguistic resources [2], [1]. Epistemic participation therefore requires attention to whose contributions enter classroom knowledge and how those contributions are subsequently treated interactionally.

Its indicators include contribution initiator, participation format, epistemic role, modal choice, ratification, reformulation, authority, and observable access barriers. Teacher controlled speech may dominate one episode, whereas student gesture, object manipulation, or multilingual explanation may reorganize another. Maula and Awwalia [9] and Ramdani et al. [25] reveal uneven teacher capacity to mobilize multimodal resources, while Ngadiso, Kristiandi, and Usman [26] emphasize semiotic awareness. Assya'bani [27] additionally highlights learner agency in technology-mediated classroom learning activity. This study therefore positions classroom meaning as a sequential, multimodal, socially negotiated, and epistemically distributed accomplishment rather than as content transmitted through multiple channels in situated practice.

3. METHOD

The unit of analysis was the multimodal meaning-making episode, defined as a bounded sequence in which teachers and students coordinated at least two semiotic resources around a recognizable curricular task. Material objects comprised nine publicly accessible classroom audiovisual records: seven BBGTK DIY Studi Klaster videos and two PSKP classroom-practice films. These records covered early childhood, primary, special, junior-secondary, and senior-secondary education; mathematics, English, assessment, religious-cultural learning, and sound detection; and publication dates from 2023 to 2026. Eight peer-reviewed studies and five policy or infrastructure documents supported comparative interpretation and contextualization. Entire videos were source containers, whereas episodes constituted analytic cases.

Table 1. Composition of the research corpus

Code	Data type	Source or material	Location	Period	Number	Principal characteristics	Status
PRI-BBGTKDIY-2026-001	Primary audiovisual	Belajar Matematika Seru lewat Buah Favoritku, BBGTK DIY	TK Happy Bear, Yogyakarta	May 2026	1	Early numeracy; talk, gesture, images, objects, and spatial participation	Verified; segmentation pending
PRI-BBGTKDIY-2024-002	Primary audiovisual	Teks Hortatory Exposition, BBGTK DIY	D.I. Yogyakarta	2024	1	Grade XI EFL; speech, writing, gesture, and display coordination	Verified; segmentation pending
PRI-BBGTKDIY-2024-003	Primary audiovisual	PKPBI Deteksi Bunyi, BBGTK DIY	D.I. Yogyakarta	2024	1	Grade 1 SDLB; auditory, visual, embodied, and material resources	Verified; segmentation pending
PRI-BBGTKDIY-2024-004	Primary audiovisual	Tempat Ibadahku, BBGTK DIY	D.I. Yogyakarta	10 October 2024	1	Embodied activity, spatial organization, talk, and cultural symbols	Verified; level confirmation pending
PRI-BBGTKDIY-2023-005	Primary audiovisual	Komposisi Bangun Datar, BBGTK DIY	SD Negeri Kalasan 1, Sleman	2023	1	Primary mathematics; diagrams, objects, gesture, and manipulation	Verified; segmentation pending
PRI-BBGTKDIY-2023-006	Primary audiovisual	Eksplorasi Bangun Ruang, BBGTK DIY	SD Negeri Petinggen, Yogyakarta	2023	1	Spatial deixis, object handling, diagrams, and collaborative talk	Verified; segmentation pending
PRI-BBGTKDIY-2023-007	Primary audiovisual	Limit atau Eksistensi Limit, BBGTK DIY	SMA Negeri 8 Yogyakarta	2023	1	Abstract mathematics; talk, notation, gesture, and board organization	Verified; segmentation pending
PRI-PSKP-2025-008	Primary audiovisual	Praktik Pembelajaran Mendalam di Kelas, PSKP	SMP Muhammadiyah Al-Mujahidin, Gunungkidul	8 December 2025	1	Statistics, everyday routines, representations, and student interpretation	Verified; segmentation pending
PRI-PSKP-2024-009	Primary audiovisual	Dengan Asesmen yang Tepat, Belajar Tak Lagi Menakutkan, PSKP	SMAN 1 Teladan DIY	13 December 2024	1	Feedback, written assessment, gadgets, proximity, and classroom talk	Verified; segmentation pending
SEC-RELC-2021-001	Secondary	Lim, Towndrow, and Tan	Singapore	2021	1	Primary English multimodal pedagogy and teacher orchestration	Verified; synthesis ready
SEC-LRI-2022-002	Secondary	Si, Hodges, and Coleman	International	2022	1	Review of multimodal literacy instruction across K–12 settings	Verified; synthesis ready
SEC-EIE-2023-003	Secondary	Lim and Unsworth	International	2023	1	Multimodal composing and curriculum recontextualization	Verified; synthesis ready
SEC-APSFL-2025-004	Secondary	Wang and Dai	China	1 September 2025	1	Sequential analysis of multimodal teacher–student interaction	Verified; synthesis ready
SEC-JPP-2024-005	Secondary	Kusumaningrum et al.	Malang, Indonesia	25 November 2024	1	Indonesian primary and secondary EFL multimodal-text implementation	Verified; synthesis ready
SEC-KNE-2025-006	Secondary	Maula and Awwalia	Bangkalan, East Java	20 June 2025	1	Elementary classroom observation and teacher multimodal practice	Verified; synthesis ready
SEC-VELES-2024-007	Secondary	Rohi and Nurhayati	Indonesia	26 August 2024	1	Secondary EFL teacher perspectives and strategy selection	Verified; synthesis ready
SEC-JPP-2025-008	Secondary	Riansih, Arsyad, and Adnan	Indonesia	25 December 2025	1	Multimodal instructional design, reading, and engagement	Verified; synthesis ready

CTX-JDIH-2003-001	Context	National legal definition of learning	Indonesia	2003	1	Learning as interaction among learners, educators, resources, and environments	Verified; context ready
CTX-RGTK-2025-002	Context	Panduan Pembelajaran dan Asesmen 2025	Indonesia	2025	1	National guidance on planning, implementation, and assessment	Verified; context ready
CTX-BPMP-2025-003	Context	Explanation of Permendikdasmen No. 13/2025	Indonesia	23 July 2025	1	Policy framing of understanding, conceptual connection, and application	Verified; context ready
CTX-KEM-2025-004	Context	Ministry clarification of deep learning	Indonesia	5 September 2025	1	Understanding, application, reflection, and authentic assessment	Verified; context ready
CTX-RP-2025-005	Context	Rumah Pendidikan digital-classroom guidance	Indonesia	10 December 2025	1	Digital materials, assignments, collaboration, and communication	Verified; context ready

This study adopted a comparative corpus design combining social-semiotic multimodality with multimodal interaction analysis. The design treated classroom meaning as temporally organized conduct rather than as a property of media or teacher intention. It therefore examined how speech, gesture, gaze, writing, images, objects, sound, bodily movement, and spatial positioning were assembled within episodes and reconfigured across turns. Comparative sampling maximized variation in educational level, disciplinary content, and interactional setting without claiming representativeness. Following Lim, Towndrow, and Tan [4] and Wang and Dai [10], analysis remained interpretive and sequential; it described coordination and participation but did not infer causal learning effects.

Information sources were organized into primary, secondary, and contextual strata. Primary evidence came from official BBGTK DIY and PSKP classroom records, selected because institutional provenance, titles, dates, school levels, and instructional topics could be verified. Secondary evidence comprised eight peer-reviewed publications addressing multimodal pedagogy, K–12 literacy, composing, sequential interaction, and Indonesian EFL implementation [7], [6], [8], [9]. Five government documents supplied legal, curriculum, assessment, and digital-infrastructure context. Public accessibility did not eliminate ethical obligations: student identities, disability information, religious symbols, and screenshots were handled minimally and descriptively throughout analysis.

Data collection followed a search and screening protocol. Indonesian and English keyword combinations targeted open-classroom practice, multimodal teaching, teacher–student interaction, deep learning, and assessment within official channels and publisher databases. Records published between 2023 and July 2026 were prioritized for primary data; scholarship and policy were limited mainly to 2021–2026, while one foundational legal definition from 2003 was retained. Titles and URLs were normalized, DOI and video identifiers were matched, and mirrors or reposts were removed. During episode preparation, timestamps, transcripts, contextual notes, visual actors, symbols, colour, layout, frames, and screenshot references are entered without inferring unavailable information.

Analysis proceeds through three linked instruments. First, a Multimodal Episode Annotation Matrix identifies primary and supporting modes, intermodal relations, pedagogic functions, and conceptual load. Second, Multimodal Sequential Interaction Analysis orders initiation, response, follow-up, temporal alignment, transition, repair, and reformulation, following sequence-sensitive classroom research [10]. Third, a Participation–Epistemic Distribution Audit codes initiators, participation formats, epistemic roles, ratification, modal authority, and observable access barriers. Descriptive evidence is separated from interpretation, and every code must cite transcript and visual references before theoretical claims are advanced. Cross-source comparison then identifies recurrent configurations while preserving uncertainty, edited-video limitations, and nonrepresentative sampling boundaries.

Table 2. Operational analysis matrix

Analytical instrument	Unit examined	Analytical focus	Core indicators	Required evidence	Planned analytical output	Claim boundary
Multimodal Episode Annotation Matrix	Bounded meaning-making episode	Functional organization of semiotic resources	Primary mode, supporting modes, modal relation, pedagogic function, conceptual load	Time-aligned transcript, visual description, frame, screenshot reference	Episode matrix; mode-by-function cross-tabulation; comparative modal profiles	Describes organization and function; does not establish learning effects
Multimodal Sequential Interaction Analysis	Ordered action within an episode	Temporal organization of explanation, response, and repair	Initiation, response, follow-up, alignment, transition, repair, reformulation	Event sequence, timestamp, transcript, gesture and gaze record, visual-material action	Sequence maps; transition tables; recurring interactional pathways	Identifies recurrent ordering and association, not causal influence
Participation–Epistemic Distribution Audit	Participant contribution	Distribution of participation and epistemic authority	Initiator, participation format, epistemic role, agency, ratification, modal authority, access barrier	Transcript evidence, embodied conduct, participant orientation, subsequent response	Participation matrix; role and ratification comparison; source-level distribution	Examines observable participation rights, not internal competence, motivation, or identity

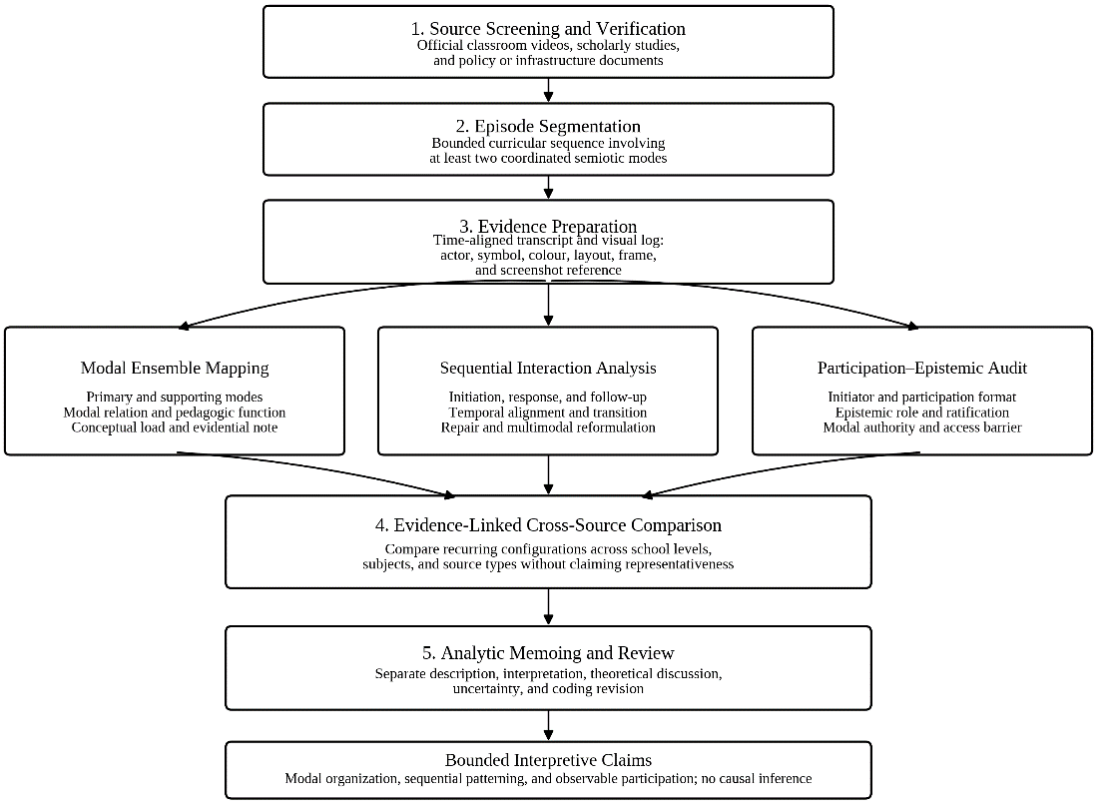


Figure 1. Operational Analysis Matrix

4. RESULT

4.1. Modal affordance coverage across classroom contexts

Variation across verified classroom records provides an analytically productive basis for examining how multimodal meaning is organized across subjects, educational levels, and instructional purposes. Table 3 classifies nine primary sources into three mutually exclusive domains derived from documented curricular focus and publicly stated teaching contexts. Visual–material conceptualization accounts for four records, talk–writing–digital mediation for three, and embodied–sensory–spatial participation for two. Percentages are calculated against all retained primary records and rounded to one decimal place. These categories do not count isolated gestures, images, or utterances; they identify contrasting settings in which detailed episode analysis can examine modal coordination. This corpus profile therefore establishes comparative coverage for subsequent investigation of intermodal relations, pedagogic functions, temporal sequencing, and participant uptake.

Table 3. Distribution of multimodal learning contexts in the primary corpus

Main analytical category	Subcategory	Operational indicator	Frequency	Percentage	Data variation	Source evidence	Data codes
Visual–material conceptualization	Concrete object anchoring	Curricular meaning is organized around familiar objects that can be named, selected, displayed, or compared	1	11.1%	Early-childhood numeracy; everyday object classification	"Belajar Matematika Seru lewat Buah Favoritku"	PRI-BBGTKDIY-2026-001
Visual–material conceptualization	Diagrammatic composition	Geometric meaning is represented through shapes, diagrams, arrangement, and material manipulation	2	22.2%	Plane figures and three-dimensional forms; primary mathematics	"Komposisi Bangun Datar"; "Eksplorasi Bangun Ruang"	PRI-BBGTKDIY-2023-005; PRI-BBGTKDIY-2023-006
Visual–material conceptualization	Symbolic–notational abstraction	Abstract concepts are mediated through speech, mathematical symbols, writing, and board organization	1	11.1%	Senior-secondary mathematics; abstract conceptual explanation	"Limit atau Eksistensi Limit"	PRI-BBGTKDIY-2023-007
Visual–material conceptualization subtotal	—	Objects, diagrams, manipulatives, and notation provide central representational resources	4	44.4%	Early childhood, primary, and senior-secondary levels	Four verified classroom records	Four primary codes
Talk–writing–digital mediation	Argumentative textual representation	Spoken explanation is linked with written genre structure, textual evidence, and classroom display	1	11.1%	Grade XI English; hortatory exposition	"Teks Hortatory Eksposition"	PRI-BBGTKDIY-2024-002
Talk–writing–digital mediation	Assessment and feedback mediation	Meaning is organized through questions, written assessment, feedback, digital devices, and interpersonal positioning	1	11.1%	Senior-secondary assessment; formative and summative practices	"Dengan Asesmen yang Tepat, Belajar Tak Lagi Menakutkan"	PRI-PSKP-2024-009
Talk–writing–digital mediation	Contextual data interpretation	Statistical representations are related to everyday experience through explanation and student interpretation	1	11.1%	Junior-secondary mathematics; statistics and deep learning	"Praktik Pembelajaran Mendalam di Kelas"	PRI-PSKP-2025-008
Talk–writing–digital mediation subtotal	—	Speech, inscription, feedback, and digital resources mediate disciplinary interpretation	3	33.3%	English, mathematics, and assessment contexts	Three verified classroom records	Three primary codes
Embodied–sensory–spatial participation	Auditory–visual embodied access	Sound detection is coordinated with visual attention, bodily response, demonstration, and material cues	1	11.1%	Special primary education; Grade 1 SDLB	"PKPBI Deteksi Bunyi untuk Siswa Tunarungu"	PRI-BBGTKDIY-2024-003

Embodied–sensory–spatial participation	Culturally situated spatial enactment	Learning draws on movement, material setting, spatial orientation, talk, and culturally meaningful symbols	1	11.1%	Religious-cultural activity; mosque or prayer-room setting	"Tempat Ibadahku"	PRI-BBGTKDIY-2024-004
Embodied–sensory–spatial participation subtotal	—	Bodily action, sensory access, spatial positioning, and cultural objects organize participation	2	22.2%	Special and culturally situated learning contexts	Two verified classroom records	Two primary codes

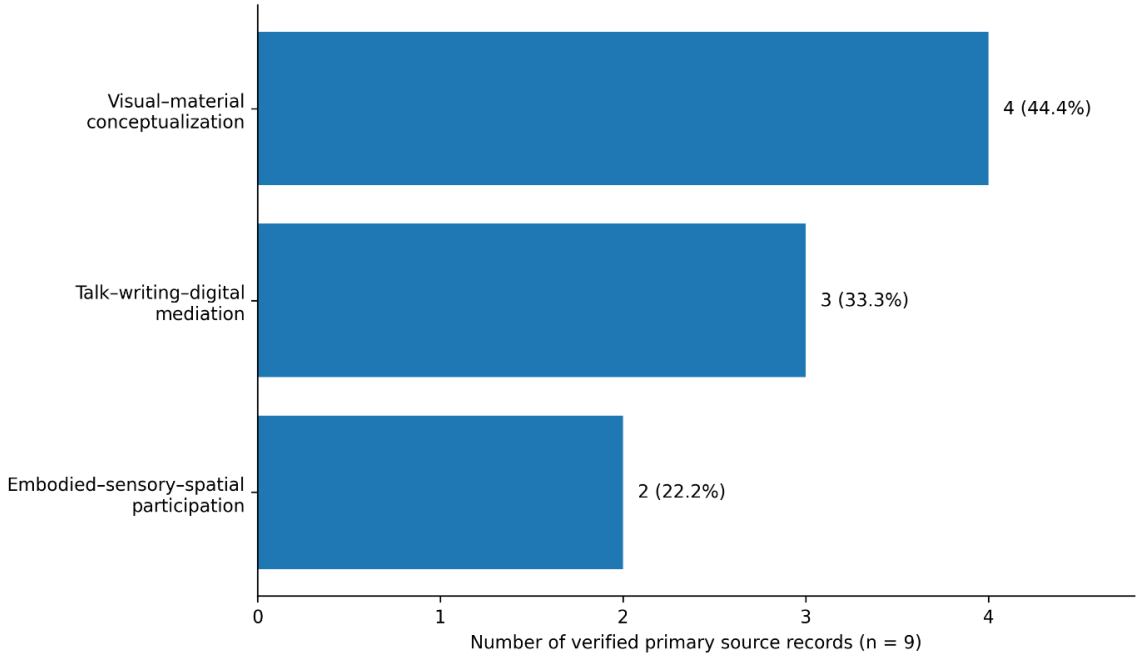


Figure 2. Corpus-Level Distribution of Multimodal Learning Contexts

Visual–material conceptualization constitutes the dominant domain, covering 44.4% of primary records. Its variation extends from concrete object anchoring in "Belajar Matematika Seru lewat Buah Favoritku" to diagrammatic and manipulable geometry in "Komposisi Bangun Datar" and "Eksplorasi Bangun Ruang," followed by symbolic abstraction in "Limit atau Eksistensi Limit." Talk–writing–digital mediation contributes 33.3%, distributed evenly across argumentative genre instruction, assessment-mediated feedback, and contextualized statistical interpretation. Embodied–sensory–spatial participation represents 22.2%, comprising "Deteksi Bunyi" and "Tempat Ibadahku." Corpus breadth therefore rests on contrasting representational demands rather than repeated examples of one teaching format, encompassing material manipulation, inscription, digital mediation, bodily orientation, auditory access, cultural symbols, and spatially organized participation across diverse classroom settings.

This distribution supports a relational understanding of multimodality in which semiotic resources acquire significance through pedagogic combination rather than presence or frequency alone. Visual–material records foreground how disciplinary concepts can be externalized through objects, diagrams, and notation, consistent with Lim, Towndrow, and Tan's [4] account of modal orchestration and Lim and Unsworth's [6] emphasis on curricular recontextualization. Talk–writing–digital cases invite closer attention to sequencing, uptake, feedback, and reformulation, as emphasized by Wang and Dai [10]. Embodied and sensory contexts extend analysis toward spatial access, bodily participation, and alternative routes into meaning, echoing Ntelioglou et al. [22], Utami [2], and Wong [24]. Corpus composition consequently establishes representational configuration, temporal organization, and epistemic participation as interdependent dimensions of classroom meaning-making.

4.2. Documented pedagogic progressions and sequential analytic priorities

Meaning development across the primary corpus is organized through five documented pedagogic progression profiles that preserve the multimodal meaning-making episode as the intended analytic unit. Table 4 does not treat an entire video as one interactional event; rather, it identifies the focal progression around which episode boundaries must be established during transcription and frame-level coding. Four records foreground representational–conceptual elaboration, two centre textual or data interpretation, and three single records emphasize feedback–evaluation mediation, sensory detection, and situated spatial–cultural activity. Frequencies therefore describe verified source containers that supply episode candidates, not counts of classroom turns. This distinction maintains continuity with the preceding corpus analysis while

preventing source titles, institutional summaries, or edited video descriptions from being mistaken for fully observed interactional sequences.

Table 4. Distribution of documented pedagogic progression profiles

Main progression profile	Episode-level analytical focus	Documented focal movement	Frequency	Percentage	Data variation	Source evidence	Data codes
Representational–conceptual elaboration	Object-linked numerical meaning	Familiar objects provide a representational basis for early numeracy activity	1	11.1%	Early-childhood mathematics; concrete objects	"Belajar Matematika Seru lewat Buah Favoritku"	PRI-BBGTKDIY-2026-001
Representational–conceptual elaboration	Diagrammatic composition	Plane figures are treated as components that can be arranged into larger configurations	1	11.1%	Primary mathematics; two-dimensional representation	"Komposisi Bangun Datar"	PRI-BBGTKDIY-2023-005
Representational–conceptual elaboration	Material–spatial exploration	Three-dimensional forms provide the focal objects for spatial and material exploration	1	11.1%	Primary mathematics; objects and spatial relations	"Eksplorasi Bangun Ruang"	PRI-BBGTKDIY-2023-006
Representational–conceptual elaboration	Symbolic abstraction	Mathematical notation and conceptual explanation centre on limits and their existence	1	11.1%	Senior-secondary mathematics; symbolic reasoning	"Limit atau Eksistensi Limit"	PRI-BBGTKDIY-2023-007
Representational–conceptual elaboration subtotal	Movement across concrete, diagrammatic, spatial, and symbolic representations	Episodes require coding of transitions among objects, diagrams, inscriptions, gesture, and talk	4	44.4%	Early childhood, primary, and senior-secondary mathematics	Four verified classroom records	Four primary codes
Textual–data interpretation	Textual interpretation and argument organization	Hortatory exposition supplies a genre-based focus for connecting spoken explanation, written structure, and textual evidence	1	11.1%	Grade XI English; argumentative text	"Teks Hortatory Eksposition"	PRI-BBGTKDIY-2024-002
Textual–data interpretation	Data interpretation and contextual application	Statistical work is documented as moving beyond calculation toward interpretation, analysis, and recommendations connected with everyday experience	1	11.1%	Junior-secondary mathematics; statistics and daily-life data	"Praktik Pembelajaran Mendalam di Kelas"	PRI-PSKP-2025-008
Textual–data interpretation subtotal	Interpretation of written genre and quantitative representation	Episodes require coding of explanation, interpretation, reformulation, and application	2	22.2%	English and mathematics	Two verified classroom records	Two primary codes
Feedback–evaluation mediation	Formative feedback and summative evaluation	Formative assessment foregrounds process and constructive feedback, while summative assessment evaluates attainment	1	11.1%	Senior-secondary assessment; written and digital resources	"Dengan Asesmen yang Tepat, Belajar Tak Lagi Menakutkan"	PRI-PSKP-2024-009
Sensory detection mediation	Stimulus orientation and response	Sound detection provides the curricular focus for examining auditory cues, visual attention, bodily orientation, and material support	1	11.1%	Grade 1 SDLB; special education	"PKPBI Deteksi Bunyi untuk Siswa Tunarungu"	PRI-BBGTKDIY-2024-003
Situated spatial–cultural activity	Spatially organized enactment	Learning is organized around activities, objects, movement, and symbols situated in a mosque or prayer-room context	1	11.1%	Religious-cultural learning; materially situated activity	"Tempat Ibadahku"	PRI-BBGTKDIY-2024-004

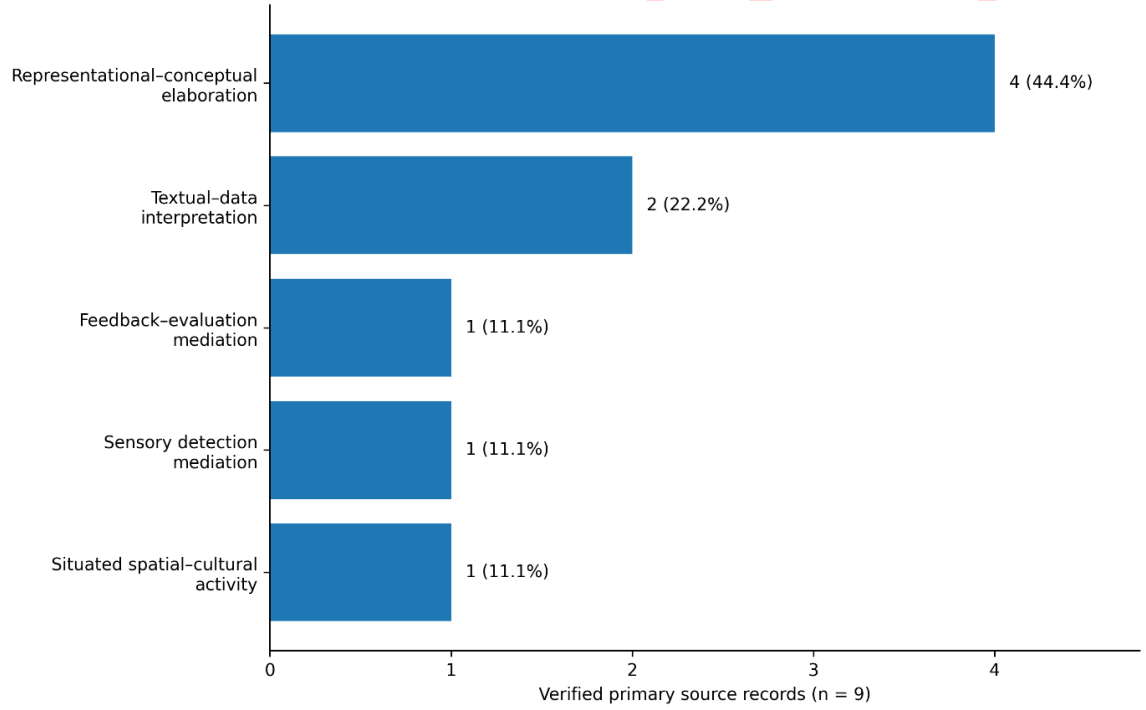


Figure 3. Distribution of Documented Pedagogic Progression Profiles

Representational–conceptual elaboration is the dominant profile, accounting for four of nine records, or 44.4%. Its cases move across concrete, diagrammatic, spatial, and symbolic curricular objects: "Belajar Matematika Seru lewat Buah Favoritku," "Komposisi Bangun Datar," "Eksplorasi Bangun Ruang," and "Limit atau Eksistensi Limit." Two further records, representing 22.2%, organize attention around textual or data interpretation, including hortatory exposition and a statistics lesson officially described as moving beyond calculation toward interpretation, analysis, and recommendation. Assessment mediation contributes one record in which formative processes emphasize constructive feedback while summative assessment evaluates attainment. Sound detection and mosque-based activity each contribute one context, extending

progression beyond verbal explanation toward sensory orientation, bodily response, spatial positioning, and culturally situated action.

This distribution indicates that sequence cannot be reduced to a universal initiation–response–evaluation pattern. Representational episodes are likely to depend on transitions among objects, diagrams, inscriptions, gesture, and talk, whereas assessment episodes require attention to how elicitation, feedback, revision, and evaluation are ordered. Sensory and spatial cases further demand coding of bodily orientation, material access, and environmental positioning as temporally consequential actions. Lim, Towndrow, and Tan [4] conceptualize such orchestration as pedagogically selective rather than merely additive, while Wang and Dai [10] show that multimodal meanings emerge through ordered relations among verbal, gestural, and contextual cues. Accordingly, episode-level analysis should test how documented pedagogic orientations become interactionally realized, reformulated, or disrupted instead of assuming that source themes predetermine classroom conduct.

4.3. Participation affordances and epistemic entry points

Participation opportunities are distributed across four profiles without replacing the multimodal episode as the unit of analysis. Table 5 identifies how each verified source establishes a curricular environment in which knowledge could be displayed through manipulation, interpretation, feedback, sensory orientation, or spatial enactment. Manipulative–representational and interpretive–symbolic participation each account for three records, feedback–evaluative participation occurs in one record, and embodied–sensory–spatial participation appears in two. These frequencies describe the epistemic entry points offered by the documented learning activities rather than observed student agency across entire videos. Episode segmentation must consequently determine whether these opportunities are interactionally activated, who initiates them, which modes participants employ, and how subsequent teacher or peer actions ratify, reformulate, correct, or overlook each contribution.

Table 5. Distribution of documented participation-affordance profiles

Main participation profile	Subcategory	Documented epistemic entry point	Principal semiotic resources	Frequency	Percentage	Educational variation	Source evidence	Data codes
Manipulative–representational participation	Object-based selection and comparison	Learners can contribute by naming, selecting, grouping, comparing, or arranging familiar objects	Talk, gesture, gaze, fruit images or objects, spatial placement	1	11.1%	Early-childhood numeracy	“Belajar Matematika Seru lewat Buah Favoritku”	PRI-BBGTKDIY-2026-001
Manipulative–representational participation	Diagrammatic construction	Learners can display geometric understanding through arrangement and transformation of plane figures	Diagram, writing, gesture, material shapes, talk	1	11.1%	Primary mathematics	“Komposisi Bangun Datar”	PRI-BBGTKDIY-2023-005
Manipulative–representational participation	Material–spatial exploration	Learners can demonstrate spatial relations through object handling, orientation, and verbal explanation	Three-dimensional objects, bodily movement, gesture, gaze, talk	1	11.1%	Primary mathematics	“Eksplorasi Bangun Ruang”	PRI-BBGTKDIY-2023-006
Manipulative–representational subtotal	—	Knowledge may be displayed through selection, construction, manipulation, and explanation	Objects, diagrams, gesture, talk, and spatial organization	3	33.3%	Early-childhood and primary education	Three verified records	Three primary codes
Interpretive–symbolic participation	Genre-based interpretation	Learners can identify, interpret, organize, and justify meanings within an argumentative text	Spoken explanation, written text, board or display, gesture	1	11.1%	Senior-secondary English	“Teks Hortatory Eksposition”	PRI-BBGTKDIY-2024-002
Interpretive–symbolic participation	Abstract mathematical reasoning	Learners can interpret notation, formulate relations, and articulate conceptual reasoning	Mathematical symbols, board writing, talk, gesture, gaze	1	11.1%	Senior-secondary mathematics	“Limit atau Eksistensi Limit”	PRI-BBGTKDIY-2023-007
Interpretive–symbolic participation	Contextual data interpretation	Learners can interpret statistical representations and relate them to everyday practices	Data displays, numbers, talk, writing, contextual examples	1	11.1%	Junior-secondary mathematics	“Praktik Pembelajaran Mendalam di Kelas”	PRI-PSKP-2025-008
Interpretive–symbolic subtotal	—	Knowledge may be contributed through interpretation, explanation, justification, and contextual application	Text, notation, data representation, talk, and writing	3	33.3%	Junior- and senior-secondary education	Three verified records	Three primary codes
Feedback–evaluative participation	Assessment-mediated response	Learners can respond to questions, feedback, written tasks, and evaluative prompts, with contributions subsequently accepted, corrected, or expanded	Talk, written assessment, feedback, digital devices, interpersonal positioning	1	11.1%	Senior-secondary assessment	“Dengan Asesmen yang Tepat, Belajar Tak Lagi Menakutkan”	PRI-PSKP-2024-009
Embodied–sensory–spatial participation	Sensory-oriented response	Learners can display recognition through bodily orientation, visual attention, movement, and responses to sound-related cues	Sound, gaze, gesture, bodily response, visual and material support	1	11.1%	Grade 1 special primary education	“PKPBI Deteksi Bunyi untuk Siswa Tunarungu”	PRI-BBGTKDIY-2024-003
Embodied–sensory–spatial participation	Situated spatial enactment	Learners can contribute through movement, demonstration, object use, spatial positioning, and interpretation of cultural symbols	Body movement, space, objects, talk, gesture, culturally meaningful symbols	1	11.1%	Early or basic education; exact level not confirmed	“Tempat Ibadahku”	PRI-BBGTKDIY-2024-004
Embodied–sensory–spatial subtotal	—	Knowledge may be displayed through sensory orientation, embodied demonstration, and situated action	Sound, body, space, objects, symbols, and talk	2	22.2%	Special and culturally situated educational contexts	Two verified records	Two primary codes

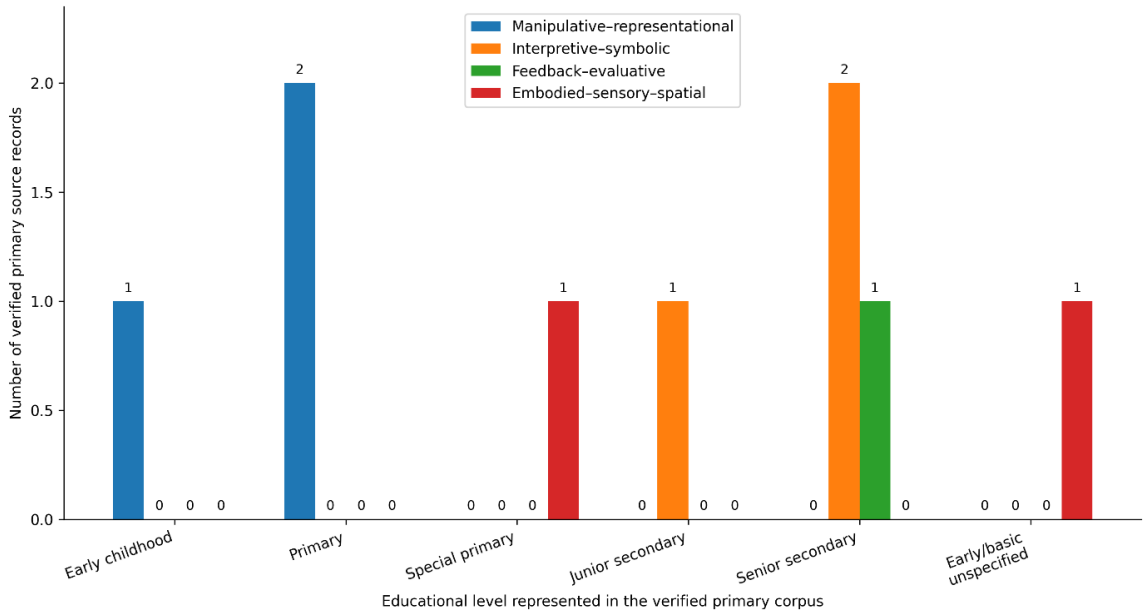


Figure 4. Participation-Affordance Profiles across Educational Levels

Two profiles jointly dominate the corpus. Manipulative–representational participation constitutes 33.3%, linking "Belajar Matematika Seru lewat Buah Favoritku," "Komposisi Bangun Datar," and "Eksplorasi Bangun Ruang" through opportunities to select, arrange, transform, or explain material representations. Interpretive–symbolic participation also constitutes 33.3%, connecting "Teks Hortatory Eksposition," "Limit atau Eksistensi Limit," and the documented statistics practice through textual interpretation, symbolic reasoning, and contextual application. The assessment record contributes 11.1% and foregrounds feedback-mediated responses. Two further sources, representing 22.2%, broaden participation beyond speech and writing through sound-related orientation, bodily response, movement, spatial positioning, and cultural objects. Figure 5 shows that these profiles are also differentiated by educational level rather than uniformly distributed across the corpus.

This pattern positions participation as access to epistemic action, not merely visible engagement or exposure to multiple media. Material manipulation can permit learners to demonstrate relations that may be difficult to verbalize, while texts, data, and notation provide resources for interpretation and justification. Sensory and spatial participation further challenge assumptions that legitimate knowledge must be expressed principally through extended speech. This interpretation aligns with Ntelioglou et al. [22], Nash et al. [23], and Wong [24], who associate multimodal pedagogy with broader repertoires for contribution. Utami [2] similarly emphasizes inclusive access through flexible semiotic resources, whereas Aminudin [1] cautions that institutional language arrangements can distribute authority unevenly. Epistemic inclusion therefore depends on whether contributions are interactionally recognized, expanded, and incorporated into subsequent classroom meaning.

5. DISCUSSION

The prominence of visual–material conceptualization implies that classroom meaning is frequently externalized through objects, diagrams, inscriptions, and spatial arrangements rather than carried by speech alone. This matters because such resources can make abstract relations inspectable, revisable, and shareable, especially in mathematics and early learning. Lim, Towndrow, and Tan [4] similarly show that teachers distribute disciplinary content across modes, while Lim and Unsworth [6] emphasize recontextualization between curriculum and representation. Yet multimodal abundance does not automatically produce accessibility. A diagram may clarify one relation while obscuring another, and a material object can become decorative if its conceptual function is not explicitly linked to talk or writing. Kusumaningrum et al. [8] likewise report opportunities and implementation challenges in Indonesian classrooms. Thus, multimodal organization functions pedagogically when modes complement and transform one another; it becomes dysfunctional when several resources coexist without a coherent relation to the curricular meaning under construction within classroom interaction.

This pattern is best explained by the representational demands of school knowledge and by teachers' need to stabilize concepts across different levels of abstraction. Concrete objects, diagrams, written symbols, and verbal explanation offer distinct affordances, so teachers appear to shift among them when one mode alone is insufficient. Grapin [15] argues that disciplinary understanding depends on mastering specialized representational systems, while Preston, Hubber, and Xu [20] show that conceptual development involves

variation across representations. However, the relationship is not mechanically causal: more modes do not necessarily generate deeper understanding. Kessler [5] cautions against treating multimodality as a simple accumulation of channels, and Si, Hodges, and Coleman [7] document heterogeneous outcomes across K–12 studies. The underlying structure, therefore, is one of selective orchestration. Meaning becomes available when teachers align modal affordances with disciplinary purposes and make transitions between representations visible enough for learners to follow, question, and reconstruct during classroom activity.

The documented progression profiles indicate that classroom meaning is organized through movement: from representation to elaboration, from text or data to interpretation, from response to feedback, and from sensory orientation to situated action. The implication is that learning opportunities are not contained in isolated resources but emerge across sequences in which participants revisit and reformulate meaning. Wang and Dai [10] demonstrate that verbal, gestural, and contextual cues gain significance through ordered interaction, supporting this sequence-sensitive interpretation. At the same time, a progression can malfunction when editorial cuts, compressed demonstrations, or teacher-dominated follow-up conceal how students reached a response. Zhang [17] and Williams, Tang, and Won [18] show that multimodal input and inquiry become productive only when learners can coordinate representations over time. Accordingly, pedagogical evaluation should examine whether sequences permit clarification, repair, and re-entry, rather than judging multimodality by the presence of images, gestures, or digital tools alone in practice.

The sequential diversity arises because different curricular activities impose different temporal organizations on participation. Geometry invites cycles of pointing, manipulating, comparing, and naming; argumentative writing requires movement between textual evidence and spoken justification; assessment foregrounds elicitation, feedback, revision, and evaluation; sensory learning depends on orientation and embodied response. Kajamaa and Kumpulainen [19] describe knowledge as materially and collaboratively produced, while De Zarobe and Querol-Julián [11] show that multilingual and multimodal classrooms require flexible movement across representational resources. These studies help explain why no universal initiation–response–evaluation sequence adequately captures the corpus. Nevertheless, sequence patterns remain institutionally shaped. Teacher authority, curriculum pacing, and assessment expectations can narrow opportunities for student-initiated repair even when many modes are present. Liu [21] therefore locates multimodal effectiveness in professional judgment rather than technique. The underlying structure is a negotiated balance between disciplinary progression, interactional control, and the time needed for learners to transform representations into contributions.

The participation-affordance profiles suggest that epistemic access can be widened when learners are permitted to contribute through manipulation, interpretation, bodily orientation, writing, data reading, or spatial enactment. This broadens participation beyond extended verbal answers and recognizes that knowledge may be displayed through different semiotic forms. Ntelioglou et al. [22], Nash et al. [23], and Wong [24] similarly associate multilingual and multimodal pedagogy with expanded repertoires for meaning-making. Yet availability is not equivalent to recognition. A student may point, move an object, or produce a partial visual response without that contribution being treated as legitimate knowledge. Utami [2] underscores the inclusive potential of flexible repertoires, whereas Aminudin [1] warns that language policy can preserve unequal authority. Consequently, multimodal participation functions inclusively only when contributions are ratified, expanded, or incorporated into subsequent activity; otherwise, diverse modes may merely decorate a teacher-controlled structure without redistributing epistemic rights to learners within everyday classroom interaction.

These differences can be understood through the interaction between modal authority, institutional norms, and participant positioning. Some modes carry stronger legitimacy because schools conventionally privilege teacher speech, board writing, standard language, and assessable textual products. Objects, gestures, local languages, or embodied demonstrations may support understanding yet remain epistemically secondary unless teachers explicitly authorize them. Assya'bani [27] links learner agency to opportunities for meaningful epistemic contribution, while Yuliani [12] shows that multimodal feedback can shape engagement when responses are dialogically organized. Conversely, teacher identity and language ideology may constrain which forms of expression are recognized, as Janna [28] suggests. The corpus therefore points toward a structural explanation: participation depends not only on access to modes but also on who controls their interpretation and how subsequent turns validate them. This study does not establish causal effects, but it indicates that inclusive multimodality requires redistribution of interpretive authority, not multiplication of representational resources.

6. CONCLUSION

This study shows that Indonesian classroom meaning is organized through coordinated modal ensembles, sequential pedagogic progressions, and unevenly distributed opportunities for epistemic participation. Its central lesson is that multimodality becomes educationally consequential not through the mere presence of images, gestures, objects, writing, or digital tools, but through how these resources are

aligned, timed, interpreted, and ratified within interaction. Methodologically, this study contributes an integrated framework combining multimodal episode annotation, sequential interaction analysis, and participation–epistemic auditing. This framework renews classroom multimodality research by connecting representational form, temporal organization, and participant authority within one analytic architecture across varied educational levels and subjects.

Several limitations qualify these conclusions. Primary records were drawn from publicly available institutional videos concentrated largely in Yogyakarta, some materials were edited, and complete synchronized transcripts were not consistently available; consequently, findings cannot be treated as nationally representative or causally linked to learning outcomes. Future research should expand geographically, include multilingual and rural classrooms, collect unedited recordings, incorporate learner and teacher perspectives, and conduct episode-level transcription with intercoder review. Longitudinal designs could examine how multimodal routines develop over time, while comparative studies could test whether modal authority and participation patterns vary across subjects, school sectors, disability contexts, and technological conditions.

ACKNOWLEDGMENTS

The author thanks the reviewers and editorial team for their constructive feedback on this manuscript.

FUNDING INFORMATION

Author states no funding involved.

AUTHOR CONTRIBUTIONS STATEMENT

Ivan Riyadi: conceptualization, methodology, formal analysis, writing – original draft, writing – review and editing.

CONFLICT OF INTEREST STATEMENT

Author states no conflict of interest.

AI USE DECLARATION

The author used artificial intelligence tools to assist with the generation of illustrative figures and with the formatting and layout of this manuscript. AI was not used to generate the substantive content, conceptualization, data, analysis, or conclusions of the research, all of which remain the sole responsibility of the author.

INFORMED CONSENT

Not applicable – this study did not involve direct human participants. Data consisted solely of publicly accessible classroom audiovisual records, peer-reviewed studies, and policy or infrastructure documents concerning multimodal classroom interaction.

ETHICAL APPROVAL

This research did not involve human or animal subjects; it analyzed publicly accessible official audiovisual records and scholarly and regulatory documents, and therefore no institutional review board approval was required. Where research does involve human subjects, the author affirms that such research would be conducted in full compliance with all relevant national regulations and institutional policies, in accordance with the tenets of the Declaration of Helsinki, and would be approved by the author's institutional review board or equivalent committee.

DATA AVAILABILITY

The corpus of publicly accessible official classroom audiovisual records, peer-reviewed studies, and policy or infrastructure documents analyzed in this study are available from the corresponding author upon reasonable request.

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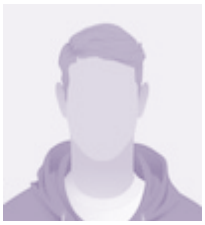
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BIOGRAPHY OF AUTHOR



Ivan Riyadi is affiliated with Universitas Islam Negeri Raden Fatah Palembang, Indonesia, where his work engages multimodal discourse analysis in educational settings. His current research examines how gesture, image, and talk jointly organize meaning-making in Indonesian classrooms. He can be contacted at email: ivanriyadi_uin@radenfatah.ac.id.