RICHTMANN
P U B L I S H I N G

Research Article

Student Political Efficacy Learning Through Second Screening and Online Discussion

Drina Intyaswati[1]*

Hermina Simanihuruk[1]

Supratman[1]

Malida Tsani Fairuzza[2]

[1]Universitas Pembangunan Nasional Veteran Jakarta,
Jalan RS. Fatmawati Raya, Pd. Labu,
Kec. Cilandak, Kota Jakarta Selatan,
Jakarta 12450, Indonesia
[2]Universitas Brawijaya, Jl. Veteran, Ketawanggede,
Kec. Lowokwaru, Kota Malang,
Jawa Timur 65145, Indonesia
*Corresponding Author

Abstract

The second screening activity has become practice media use among many students. Especially on political issues, someone tends to look for more information received through television with access to social media-related issues simultaneously. This study wants to see the effect of a second screening on political efficacy directly or indirectly. The involvement of students in the political process is needed in democratic life; moreover, Indonesia is facing a global world crisis. The research used a survey method to distribute questionnaires through social media platforms with a sample of 385 college students who live in Jakarta. The results showed that the second screening has a direct effect on the political efficacy of students, and there is also an indirect effect with the mediation of online discussion-related politics. The second screening activity, with information sources from television and social media as well as interaction with other users, is a learning process student for more involved in the political process. The practice of second screening can be applied to design learning to get student involvement in democratic lives.

Keywords: Second screening, Political efficacy, Political learning, Online discussion, Incidental learning

1. Introduction

Previous media use studies are divided into traditional and internet-based media. Studies showed that the two media use simultaneously accompanied interaction with other users, often called a second screening. The urgency of this study is conducting television use as well as social media has the largest user in Indonesia. The reality showed that viewers were watching television while social

media were accessing to know more information from television. The second screening activates television users with the interactions that take place through social media, at least more active in meaning. Previously, television has been done while reading, writing, or other social activity.

Zúñiga & Liu (2017) stated that young people are more active in second screening compared to those who are older and are often taking second screening activities and tend to be more expressive in politics through social media. Mcgregor, Mourao, Neto, & Angelucci (2017) show that Brazilian students more often do a second screening compared to students in America, and those who interact through social networks tend to perform a second screening. The prevalence of social networking confirms that human communication remains the primary source of enrichment in people's daily lives (Alcaraz, 2022). In Indonesia, study related to second screening is rarely done; these research results illustrate second screening activity among students.

Some studies have evaluated the connection among second screening activities carried out by someone with an attitude the politics or political efficacy. Second screening correlates positively with political efficacy; the more often the second screening activity is carried out by somebody, it will tend to increase political efficacy through social media (Liu, Zhou, & Zhang, 2020). Barnidge, Zúñiga, & Diehl (2017) stated that a second screening could open reception to increase political opinions through social media interaction referring to the news. Indonesian politics today bring up a variety of opinions related the government policies. Discourse-related 2024 elections have already been discussed in various media, including television and social media. Young people, especially students, need involvement in politics. The urgency of this study is that the second screening activity as a learning process will grow the level of political efficacy among students.

Bruce (2018) found that second screening activity can increase discussion, expression, and political information accessed through social media. Discussing through social media is one of the dimensions of the second screening besides searching for information; both simultaneously to respond to news or other programs (Wohn & Na, 2011). D'heer & Courtois (2016) stated that a second screening provides room for discussing related politics. The second screening involves users on media content and describing it through discussion or other forms of political involvement.

Social media is an effective platform for multimedia education, sharing content, discussion, and collaboration Edwards, Aris, & Shukor (2015). The reality that social media is designed especially for social networks than scholarly communication no negates the benefits for students. Second screening activities can be practiced on the designer's instructions with considering the principle of cognitive load theory, that every material learning cause burden on cognitive memory (Sweller, 2011). Exposing rich information from a source of television and social media interactions does not make the information received becomes saturated. Social media's characteristics can be utilized to enhance student motivation and engagement with the related issue.

The studies aim to see the effect of a second screening on political efficacy and identify the existence of mediation of online discussion related to politics among students. Results show that online discussion as mediation influences the second screening activity of political efficacy confirmed. Second screening activities can increase political efficacy through discussion between social media users and reinforce learning.

2. Material and Method

The population in this study is college students who live in Jakarta. Sampling was carried out in June 2022 through the link distribution of questionnaires by various social media platforms such as WhatsApp Group, Line, Bio Instagram, and others. The number of samples is 385 Jakarta college students; the Lemeshow formula calculates the number of samples with a significance level of 5%. The criteria of respondents who filled out the questionnaire are students who have experience with second screening activities and data analysis using Structural Equation Model (SEM) with AMOS 24.

2.1 Measurement

The following are measurement variables where the activities carried out by respondents related to instrument questions in the last six months.

Second Screening. Respondents were asked to answer six questions about the frequency of accessing social media activities related to political issues or current events as a reinforcement of relevant topics on television (second screening). Questions included the frequency of using social media in second screening activities, watching political discussions, expressing opinions about news and political discussions, and being involved in news and political discussions. The answer choices are graded from never (1) to always (5).

Online discussion. Respondents conducted online discussions about political issues as part of the second screening activity. The question looks at the frequency with which respondents conduct discussions related to political issues or current events; that are carried out together with people who have the same perspective, with people who have different views, with friends, with family, and with people who have not known before (strangers). The answer choices range from 1 = never to 5 = always.

Political efficacy. Political efficacy looks at respondents' beliefs about being involved in political participation. Questions include confidence to influence government policies, ownership of qualifications to participate, and an understanding of important political issues in Indonesia. The answers to the questions ranged from strongly disagree (1) to strongly agree (5).

2.2 Hypothesis

H1: Second screening has a direct effect on online discussion related to politics

H2: Online discussion related to politics has a direct effect on political efficacy

H3: Second screening has a direct effect on political efficacy

H4: Online discussion mediates the effect of second screening on political efficacy

2.3 Validity and Reliability

In the analysis of the Structural Equation Model (SEM), the validity test uses a Confirmatory Factor Analysis (CFA) technique. Figure 1 shows the measurement model for CFA testing. The validity of the measurement is met if the measurement model confirms the three measurement criteria of the fit model. The fit model criteria are met through the fulfillment of predetermined standards of three types of categories (Zainudin, 2012). In the absolute fit category, the GFI (Goodness of Fit Index) index is .967 (> .90), and the RMSEA (Root Mean Square of Error Approximation) is .052 (< .08); both have met the specified criteria. In the Incremental fit category, four indices meet the established criteria, namely AGFI (Adjusted Goodness of Fit) of .926 (> .90), CFI (Comparative Fit Index) of .988 (> .95), TLI (Tucker-Lewis Index) of .977 (> .95) and NFI (Normed Fit Index) of .977 (> .90). In the Parsimonious fit category, the Chi-square/df index of 2.044 (< 3.0) also meets the specified criteria. The index of each of the three categories has been met; this indicates that the construct validity is met. These results indicate that the measurement measures the variable to be measured. The second screening variable has six indicators, online discussion has five indicators, and political efficacy has three indicators.

The reliability test results with an indication of the Cronbach alpha value show that the three variables have a value of more than .8 each, which is included in the criteria for satisfactory construct validity and internal consistency (Taber, 2018). The Cronbach alpha value for the second screening is .906, online discussion is .901, and political efficacy is .850.
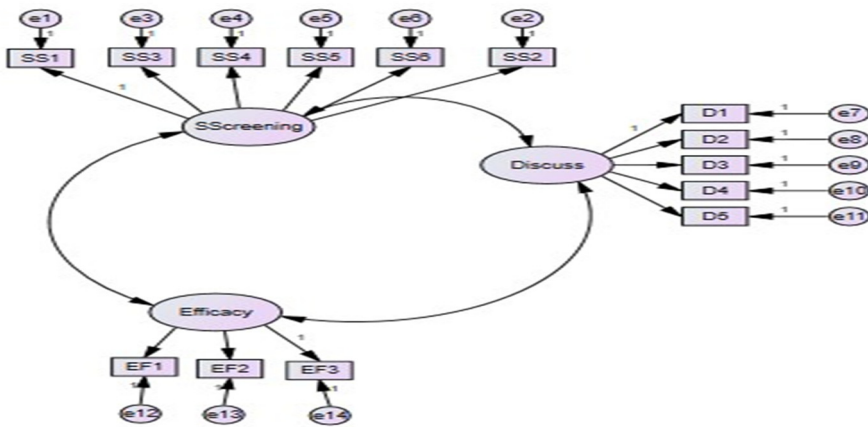
Figure 1: Measurement model

3. Result

The study was conducted on 385 college students who live in Jakarta, consisting of 120 (31.17%) males and 265 (68.83%) females. Their average age was 19.98 years, with SD = .077.

Figure 2 shows the frequency of each activity in the second screening. Most students often watch news television while accessing social media related to the same issues, giving an opinion and discussion related to that news. Besides, students often watch political discussions on television and, at the same time, access social media-related topics, discuss politics, give an opinion, and join in political discussions. Watching the news on television while accessing related topics via social media is always conducted by students; this activity has the highest frequency compared to other second screening activities. The activity with the highest frequency of students does not once conduct watching television while joining in political discussions on social media.
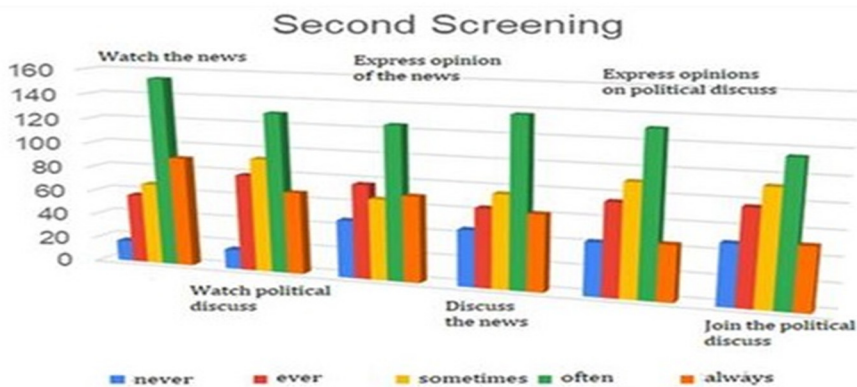

Figure 2: Second Screening Activity

Figure 3 illustrates students' online discussion in the second screening. Related to an online political discussion, students often conduct it with friends, with people who have the same views, and with family. Most discussions not conducted by a student are discussed with strangers.
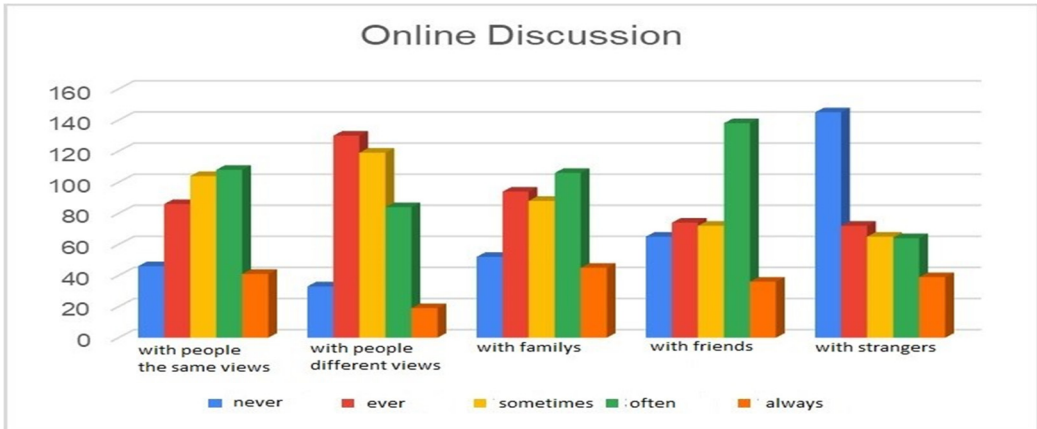
Figure 3: Online Discussion Activity

Three indicators illustrate student political efficacy as in Figure 4. Agreement answers by students mark a high level of political efficacy. Indicators with the highest frequency are a good understanding of current political issues faced by Indonesia, followed by the confidence of ownership qualification to engage in politics, and finally, confidence to influence policy government.
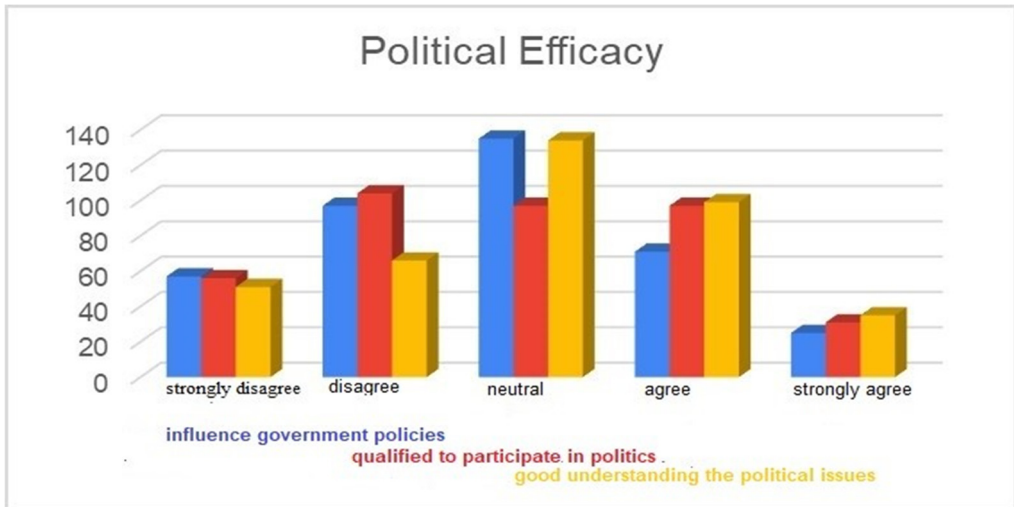

Figure 4: Students Political Efficacy

The measurement description of each variable has been listed in Table 1. Variables consisted of the second screening with a mean of 3.302 (SD = .995), online discussion with a mean = 2.856 (SD = 1.039), and political efficacy with a mean = 8.621 (SD = 3.028).

Table 1: Variable Description

Variable	Minimum	Maximum	Mean	Std. Deviation
Second Screening	1	5	3.302	.995
Online Discussion	1	5	2.856	1.039
Political Efficacy	3	15	8.621	3.028

Source: Field research. N=385

Figure 5 shows the model of the influence of the second screening on political efficacy either directly or mediated by online discussion. The analysis of validity from the model of the influence of the second screening on political efficacy can be seen in Table 2. The model analysis results have met the standards of each of the three Goodness of Fit Indexes. Absolute fit, Incremental fit, and Parsimonious fit have met the Good Fit criteria (Wheaton, Muthen, Alwin, & Summers, 1977; Hu & Bentler, 1999; McQuitty, 2004).
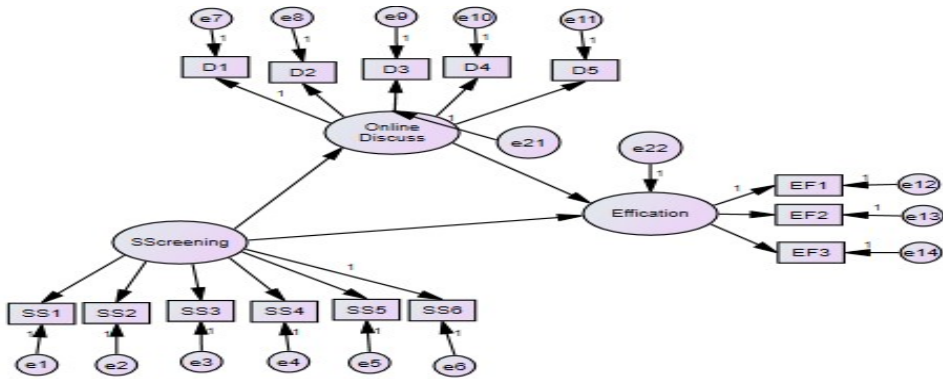
Figure 5: The Model of Second Screening Effect on Political Efficacy

Table 2: Model Fit Summary

The goodness of Fit Index	Cut off Value	Default Model	Criteria
Absolute fit			
-The goodness of Fit Index (GFI)	> .90	.953	Good Fit
-Root Mean Square of Error Approximation (RMSEA)	< .08	.057	Good Fit
Incremental fit			
-Adjusted Goodness of Fit (AGFI)	> .90	.917	Good Fit
-Comparative Fit Index (CFI)	> .90	.982	Good Fit
-Tucker-Lewis Index (TLI)	> .90	.972	Good Fit
-Normal Fit Index (NFI)	> .90	.967	Good Fit
Parsimonious fit			
-Chi-square/df	< 5	2.248	Good Fit

N=385.

Table 3 shows the estimated value of each effect of variables. The analysis showed that the second screening directly affects online discussions with a value of .789 and a significance value of .00 (< .05); this finding is the basis for accepting H1 that there is a direct effect of the second screening on online discussions. Online discussion has a direct effect on political efficacy with a value of .507, and a

significance value of .00 (< .05); these results support the acceptance of H2 that online discussion has a direct effect on political efficacy. Furthermore, the second screening also directly affects political efficacy with a value of .176 and a significance value of .006 (< .05); these findings become the basis for accepting H3 that the second screening has a direct effect on political efficacy. The evaluation of the mediation role of online discussion on the relationship between second screening and political efficacy uses the Sobel Test, which was described in Figure 4 (Soper, 2022). The results of the Sobel test explained that online discussion was significant (p < .05) as a mediating variable, this result supports the acceptance of H4 that online discussion functions as a mediating variable on the relationship between the effect of the second screening on political efficacy. Calculating the significance of the Sobel Test involves estimation score of direct influence and standard error of the effect of second screening on online discussion and the effect of online discussion on political efficacy.

The findings showed that the direct effect of the second screening on political efficacy (.229) was considerable compared to the indirect effect through online discussion mediation (.831 x .626 = .019). The existence of online discussion completed the effect of the second screening on political efficacy. The second screening activity covers other forms of social interaction from social media users.

Table 3: Regression Weight of Model

Variable	Estimate	SE	Estimate Standard	P
SecondScreening→Online Discussion	.789*	.049	.831	.000
Online Discussion →Political Efficacy	.507*	.074	.626	.000
Second Screening →Political Efficacy	.176*	.064	.229	.006

N=385
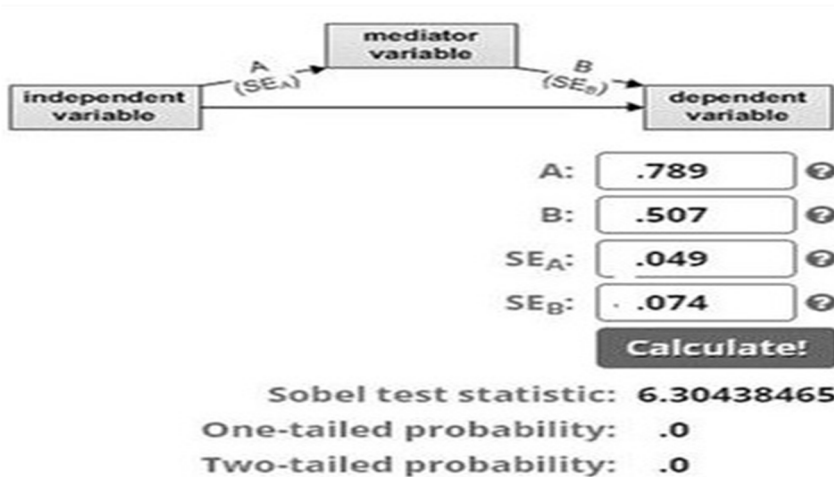
Figure 6: Sobel Test

Based on Table 4, the most significant contribution to the second screening is expressing opinions through social media related to issues that have been watched on television news. Second, students accessed the latest news through social media related to news watched on television, as well as joining online discussions on social media related to news issues watched on television.

E-ISSN 2240-0524
ISSN 2239-978X

Journal of Educational and Social Research
www.richtmann.org

Vol 13 No 1
January 2023

Table 4: Regression Weight of Variables' Indicator

Variable	Indicators	Regression Weight
Second screening (social media)	Watch the latest news	.845
	Watching political discussions	.833
	Express your opinion regarding the latest news	.874
	Join the discussion regarding the latest news	.844
	Expressing opinions regarding political discussions	.686
	Join the political discussion	.628
Online discussion	People who have the same view	.839
	People with different views	.807
	Family	.834
	Friend	.843
	Previously unknown person (stranger)	.732
	government policy	.723
	Participating qualification	.742
Political Efficacy	Understanding the latest political issues	.882

Online discussion activities related to politics or current events carried out by students are mostly performed with friends, people with the same views, and family. The most considerable component of political efficacy places students' belief in understanding current political issues; the next is that they believe they have the qualifications to participate in politics. Finally, they believe they could play a role related to government policies.

4. Discussion

This study wants to confirm the existence of the direct effect of second screening on political efficacy and the indirect effect mediated by online discussion. Study findings show that second screening directly affects political efficacy, and online discussion-related politics confirm the function as a mediation variable. Social media presence used by students for expressing their opinion-related news has been watched on television. The existence of social media allows users to interact with other people not owned by television. The desire to get more knowledge or learning not only enough obtained from the television, with simpler use of social media for accessible and characteristic interactivity, brings up a second screening phenomenon among students.

Intyaswati, Maryani, Sugiana, & Venus (2021) stated that various types of social media platforms became a source of political learning for students, and implications could integrate social media in learning design for related courses to facilitate political discussion among students. Learning politics through online political discussion could increase student political efficacy. Studies on students in China showed that the use of social media became WeChat as a source of political information and growing discussion among them. It was also found that information needs predict political efficacy (Pang, 2018). The previous study showed that social media could become a source of political information, and second screening activities, including interaction with other users, will strengthen the learning process. The discussion was related to politics functions as a predictor of political efficacy that political discussion with some people possibly somebody gets trust for involved in the political process (Lin, 2006), discussion about political issue help somebody get much information and grow involvement in the political process (Hardy & Scheufele, 2006).

Study Ardèvol-Abreu, Trevor, & Zúñiga (2019) show that using social media with multiple platforms, both intentional and incidental exposure, will affect internal political efficacy with mediated political discussion with weak ties. In these study findings, political discussion as a mediating variable is seen as many discussions conducted with a different partner in a network owned by students. Miller, Bobkowski, Maliniak, & Rapoport (2015), based on their study, explains that students use friendship campus networks to discuss politics, online discussions are conducted

with safe interaction that minimizes social risks, and they apply privacy setting networks for guarding their political expression. Online discussion of politics among Indonesian students is conducted through Social Networking Sites (SNS) and social media, with the uniqueness of each platform (Saud, Ida, Abbas, Ashfaq, & Ahmad, 2020). This study complemented research related to online discussion among students, which is not only using social media as a source of information and interaction but also using television to source information on the topic simultaneously.

Findings related to online political discussion partners show that students often discuss with friends and family. Levinsen & Yndigegn (2015) studied young Danes and found similar results; gender differences are less pronounced between the youth in political engagement, and the father still has the most choices as a discussion partner. Based on traditional gender roles, the fathers suggest an information source of social issues. The role of the media in students' engagement in political discussions should not be underestimated. There is a significant correlation between media use and students' political discussions. Previous studies in communication and political psychology proposed that someone tends to escape social situations if there are people with political disagreements. Algan, Dalvit, Do, & Zenou (2018) found that friendship significantly reduces the gap among friends' political judgments and impacts the same politically-inclined partnership. Friendship has been shown to reduce extremist opinions surrounding students while not imposing conformism. Regarding further studies, it could specify political events and policy issues conducted discussions matters, supposed could be identified the impact on different partner communication patterns.

Some second screening studies among students have already been carried out; the second screening impacts students' attitudes and political activities (Bruce, 2018). The findings align with the previous study, where second screening activities impact students' political efficacy (attitude). Political efficacy is a form of attitude related to politics close to online and offline political engagement. Political efficacy is divided into two dimensions that are external and internal. The external dimension concerns involved in the political process-related aspects outside of self; this confidence could contribute to policy government. Student external political efficacy belongs to the lowest contribution compared to other dimensions in growing political efficacy. Student political efficacy has a higher level on the internal dimensions, i.e., confidence in understanding currently important political issues faced by Indonesia and belief that they have suitable qualifications for participation in politics.

Involvement of students in the political process is urgently needed in democracy live (Intyaswati, Maryani, Sugiana, & Venus, 2021b); it found that a student's discussion of politics through social media networks generates political learning and involvement in politics. Political-related learning incidentally through social media is a student experience that can be integrated into school instructional design. A second screening is activities that facilitate learning through social media interactions. Independent learning policy with the teacher's support has been seen as a scheme that frees education from political restraints and pressures; this perspective leads to the concept of freedom of learning and critical pedagogy (Thohir, Ma'arif, Junaedi, Huda, & Ahmadi, 2021). Gleason & Gillern (2018) study showed that students practice digital citizenship outside school; the two dimensions of digital citizenship (traditional citizenship education in schools and activities involving civilians outside school) can be facilitated by social media through an integrated curriculum. Sweet-Cushman (2019) found that social media learning generates media literacy for students, will help them get involved in civil dialogue, understand public policy, and identify all aspects of the problem, which becomes more potential civilian involvement. Social media may play an essential part in students' lives outside and inside the classroom; therefore, higher education institutions must include it in their systems (José, Serpa, Ferreira, & Santos, 2020).

The findings consider how second screening activities that explore political information from social media interaction and television could complement instructional design references at school and increase student involvement in democracy.

5. Conclusion

This study aims to evaluate the effect of a second screening on political efficacy, both directly or through the mediation of online discussion. The second screening activity that uses television and social media at the same time, in general, will get more diverse and rich information. The findings showed that the second screening has a direct effect on the political efficacy of students. Second screening activities involving interaction with other users on the social network allow a growing understanding of the latest issue and confirm information received from television as a mainstream media. The majority of students often practiced second screening, and the most frequently conducted is access to social media-related current news that was seen on television.

Online discussion related to politics is a mediating variable from the effect of the second screening on students' political efficacy. Students practice online political discussion while performing a second screening. Online political discussion identifies the frequency of conversation conducted by students with their partners, and political discussion with friends has the highest frequency, followed discuss with people with the same view and discussions with family. This finding is in line with previous studies that political discussion is often conducted with close people with the same view.

The second screening activity provides political involvement learning for a student. Study results show a positive relationship between second screening and political efficacy, meaning second screening activities carried out intensively will increase the political efficacy of students. The second screening activity is outside class; the teacher or instructor could combine this activity in the designed instructional for student political engagement learning.

6. Acknowledgment

References

Alcaraz, A. O. (2022). Politicians and Racism on Twitter: Citizen Reactions and New Forms of Social Participation. *International and Multidisciplinary Journal of Social Sciences, 11*(1), 82–103.

Algan, Y., Dalvit, N., Do, Q.-A., & Zenou, Y. (2018). *Friendship Networks and Political Opinions: A Natural Experiment among Future French Politicians*. Retrieved from https://www.iq.harvard.edu/files/iqss-harvard/files/network_beliefs_3rd_draft_4.0_merged.pdf

Ardèvol-Abreu, A., Trevor, E., & Zúñiga, H. G. de. (2019). Antecedents of internal political efficacy incidental news exposure online and the mediating role of political discussion. *Politics, 39*(1), 82–100. https://doi.org/10.1177/0263395717693251

Barnidge, M., Zúñiga, H. G. de, & Diehl, T. (2017). Second Screening and Political Persuasion on Social Media. *Journal of Broadcasting & Electronic Media, 61*(2), 309–331. https://doi.org/10.1080/08838151.2017.1309416

Bruce, J. W. (2018). *College Students' Dual-Screening, Political Habits, and Attitudes: A Survey Analysis*. University of the Pasific. Retrieved from https://scholarlycommons.pacific.edu/uop_etds/3110

D'heer, E., & Courtois, C. (2016). The changing dynamics of television consumption in the multimedia living room. *Convergence, 22*, 3–17. https://doi.org/10.1177/1354856514543451

Edwards, B., Aris, B., & Shukor, N. (2015). Cognitive Load Implications of Social Media in Teaching and Learning. *Journal of Multidisciplinary Engineering Science and Technology, 2*(11). Retrieved from http://www.jmest.org/wp-content/uploads/JMESTN42351156.pdf

Gleason, B., & Gillern, S. von. (2018). Digital Citizenship with Social Media. *Educational Technology & Society, 21*(1), 200–212. Retrieved from https://www.jstor.org/stable/26273880

Hardy, B. W., & Scheufele, D. A. (2006). Examining Differential Gains From Internet Use: Comparing the Moderating Role of Talk and Online Interactions. *Journal of Communication, 55*(1), 71–84. Retrieved from https://doi.org/10.1111/j.1460-2466.2005.tb02659.x

Hu, L. T., & Bentler, P. M. (1999). Cutoff Criteria for Fit Indexes in Covariance Structure Analysis: Conventional Criteria Versus New Alternatives. *Structural Equation Modeling*, *6*(1), 1–55. https://doi.org/10.1080/10705519909540118

Intyaswati, D., Maryani, E., Sugiana, D., & Venus, A. (2021a). Social Media as an Information Source of Political Learning in Online Education. *SAGE Open*, *11*(2), 215824402110231. https://doi.org/10.1177/21582440211023181

Intyaswati, D., Maryani, E., Sugiana, D., & Venus, A. (2021b). Using media for voting decision among first-time voter college students in West Java, Indonesia. *Academic Journal of Interdisciplinary Studies*, *10*(1), 327–339. https://doi.org/10.36941/ajis-2021-0028

José, M., Serpa, S., Ferreira, C. M., & Santos, A. I. (2020). Social Media Centrality in Identity (Re)construction in Higher Education. *Journal of Educational and Social Research*, *10*(1). https://doi.org/10.36941/jesr-2020-0002

Levinsen, K., & Yndigegn, C. (2015). Political discussions with family and friends: exploring the impact of political distance. *The Sociological Review*, *63*, 72–91. https://doi.org/10.1111/1467-954X

Lin, Y. (2006). Political efficacy and its relation to media use and interpersonal communication in political campaign. *Ohio Communication Journal*, 41–42.

Liu, Y., Zhou, S., & Zhang, H. (2020). Second screening use and its effect on political involvement in China: An integrated Communication Mediation Model. *Computers in Human Behavior*, *105*. https://doi.org/10.1016/j.chb.2019.106201

Mcgregor, S., Mourao, R., Neto, I., & Angeluci, A. (2017). Second Screening as Convergence in Brazil and the United States. *Journal of Broadcasting & Electronic Media*, *61*(1), 163–181. https://doi.org/• 10.1080/08838151.2016.1273924

McQuitty, S. (2004). Statistical power and structural equation models in business research. *Journal of Business Research*, *57*(2), 175–183. Retrieved from https://psycnet.apa.org/record/2004-10244-008

Miller, P. R., Bobkowski, P. S., Maliniak, D., & Rapoport, R. B. (2015). Talking Politics on Facebook: Network Centrality and Political Discussion Practices in Social Media. *Political Research Quarterly*, *68*(2), 377–391. https://doi.org/10.1177/1065912915580135

Pang, H. (2018). Is mobile app a new political discussion platform? An empirical study of the effect of WeChat use on college students' political discussion and political efficacy. *PloS ONE*, *13*(8). https://doi.org/10.1371/journal.pone.0202244

Saud, M., Ida, R., Abbas, A., Asfaq, A., & Ahmad, A. R. (2020). The Social Media and Digitalization of Political Participation in Youths: An Indonesian Perspective. *Society*, *8*(1), 83–93. Retrieved from https://society.fisip.ubb.ac.id/index.php/society/article/view/160

Soper, D. S. (2022). Sobel Test Calculator for the Significance of Mediation. Retrieved from https://www.danielsoper.com/statcalc

Sweet-Cushman, J. (2019). Social Media Learning as a Pedagogical Tool: Twitter and Engagement in Civic Dialogue and Public Policy. *PS: Political Science & Politics*, *52*(4), 763–770. https://doi.org/10.1017/S1049096519000933

Sweller, J. (2011). *Cognitive load theory. In J. P. Mestre & B. H. Ross (Eds.), The psychology of learning and motivation: Cognition in education (pp. 37–76).* Elsevier Academic Press. Retrieved from https://doi.org/10.1016/B978-0-12-387691-1.00002-8

Taber, K. S. (2018). The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education. *Research in Science Education*, *48*, 1273–1296. Retrieved from https://link.springer.com/article/10.1007/s11165-016-9602-2

Thohir, M., Ma'arif, S., Junaedi, Huda, H., & Ahmadi. (2021). From disruption to mobilization: IRE teachers' perspectives on independent learning policy. *Cakrawala Pendidikan*, *40*(2). https://doi.org/10.21831/cp.v40i2.39540

Wheaton, B., Muthen, B., Alwin, D. F., & Summers, G. (1977). Assessing Reliability and Stability in Panel Models. *Sociological Methodology*, *8*(1), 84–136. Retrieved from https://www.jstor.org/stable/270754

Wohn, D., & Na, E. (2011). Tweeting about TV: Sharing television viewing experiences via social media message streams. *First Monday*, *16*(3). https://doi.org/10.5210/fm.v16i3.3368.

Zainudin, A. (2012). *A Handbook on SEM*. Malysia: Universiti Sultan Zainal Abidin.

Zúñiga, H. G. de, & Liu, J. H. (2017). Second Screening Politics in the Social Media Sphere: Advancing Research on Dual Screen Use in Political Communication with Evidence from 20 Countries. *Journal of Broadcasting & Electronic Media*, *61*(2), 193–219. https://doi.org/10.1080/08838151.2017.1309420