Studying The Evolution of Audiobook Culture in Indonesian Inclusive Schools: Strategies and Obstacles

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Abstract

The study aims to describe the process of implementing audiobooks and describe the various challenges faced by teachers. This research is qualitative research with a phenomenological approach. This research was carried out in 5 provinces, namely West Sumatra, the Special Region of Yogyakarta, North Kalimantan, Gorontalo, and North Maluku. Each province selected representatives from elementary, middle, high school, and special schools who have implemented audiobooks. Informants are teachers and students who have used audiobooks. The process of collecting data from teachers was carried out using the interview method and students through FGD. Data analysis in this research uses a thematic analysis model. The results of this research indicate that the initial challenges in using audiobooks are variations in the availability of facilities, students' digital literacy, and students' learning styles. Before starting learning, teachers must ensure that they are ready to accompany (understand audiobooks technically and substantively), ensure that students understand the technicalities of using audiobooks, and design learning according to the student's profile. Things that should be ensured in the learning process with audiobooks are (1) ensuring students' psychological and substantive readiness, (2) facilitating students who are able to learn quickly or slowly, and (3) being ready to respond to situations of student boredom and maximizing audiobooks as supporting materials to study independently. The biggest challenge is minimizing the potential for boredom, maintaining concentration, and ensuring that the information presented can be understood by students.

Keywords: Audiobook, Inclusion, Implementation, Obstacles, Education.

1. Introduction

The implementation of inclusive education in Indonesia aims to ensure access to education for all individuals and has experienced a significant evolution in the last decade (Ediyanto et al., 2017; Mitchell & Desai, 2005). This is driven by various government initiatives and non-governmental organizations aimed at fulfilling the country's constitutional mandate on the right to education. The concept of inclusive education, which is recognized internationally, focuses on adapting the education system to accommodate all students, regardless of their physical or intellectual abilities (Alquraini & Gut, 2012; Suleymanov, 2015). This includes efforts to integrate students with all conditions into regular classes, the Government continues to try to provide the necessary support to ensure that they can participate fully and effectively in the learning process.

This inclusive approach not only benefits students with special needs but also enriches the learning experience for all children. Inclusive education promotes diversity and inclusivity as the main values in life (Hunt, 2019; Mitchell & Desai, 2005). However, one of the biggest challenges in implementing inclusive education is the provision and distribution of appropriate teaching materials (Arlinwibowo et al., 2021; Arlinwibowo & Heri Retnawati, 2015). The quality of teaching materials has a positive and significant relationship with students' basic literacy abilities (Anwas et al., 2022). Braille teaching materials, for example, are crucial for blind students to access information and knowledge. Although important, research shows that the production and distribution process of teaching materials is often hampered by logistical, financial, and infrastructure constraints (Majid, 2017; Noor & Mujani, 2016). In addition, research conducted by Forlin (2013) emphasized that one of the basic principles of inclusive education is the transformation of the education system to become more responsive to the diversity of students. Unfortunately, previous research also shows that many schools, especially in developing countries, still struggle to meet these needs due to limited resources (MacKenzie et al., 2023; Mitchell & Desai, 2005; Woodcock et al., 2023).

In Indonesia, this obstacle is exacerbated by the large area, the diversity of regional contours, and the uneven distribution of technology and educational resources. The socio-cultural diversity of society is also a challenge for developing varied and flexible teaching materials (Anwas et al., 2020). Therefore, despite legislative progress and policies that support inclusive education, as regulated in Law No. 20 of 2003 concerning the National Education System, the practical realization of this approach often encounters significant obstacles. In facing the challenge of providing inclusive teaching materials, audio technology offers potential that has not yet been fully maximized. A study conducted by Ozgur & Kiray (2007) shows that assistive technology, including audio teaching materials, can enrich the learning experience for students with special needs. One of the impacts is to provide an alternative way to access information that may not have previously been available to them. Advances in information and communication technology (ICT) have changed the paradigm in education, enabling the creation and distribution of digital content (Arlinwibowo, Ishartono, et al., 2023; Fajaruddin et al., 2024), including audiobooks, that are more easily accessible to various groups of students.

The Book Center, Ministry of Education, recognizes the importance of this adaptation and has taken proactive steps in developing audiobooks as part of its efforts to support the

implementation of inclusive education in Indonesia. This initiative is in line with previous findings which confirm that digital and audio textbooks can improve student learning outcomes by providing multiple means of representation, one of the principles of universal design for learning (Ozgur & Kiray, 2007). It helps students understand course material through various means, including listening, which can be more effective for some people than reading traditional texts. In addition, audiobooks not only support the learning of students with special needs but also facilitate learning differentiation for all students, including improving skills in special areas such as English (Zahra, 2024). This allows teachers to more easily meet the individual learning needs of students, including those who have an auditory learning preference or who face difficulties in reading for various reasons. In this way, audiobooks become a valuable learning tool, encouraging student engagement and strengthening their understanding of the course material.

The active involvement of the Book Center in the development of audiobooks reflects Indonesia's commitment to adopting a more inclusive and responsive pedagogical approach. This not only helps in achieving the goals of inclusive education but also shows recognition of the diversity of ways of learning that exist among all students. Thus, the development and implementation of audiobooks as an alternative teaching material is an important step in creating a more inclusive learning environment, which can support the learning needs of blind students and expand access to education for all students. The development of audiobooks by the Book Center is an important first step, but it is also important to evaluate their effectiveness in the field. There is a need to see to what extent these audiobooks are relevant and useful for the learning process in inclusive schools. This research aims to photograph the process of implementing audiobooks in the school environment and describe the various challenges faced by teachers in utilizing inclusive audiobooks. Through a phenomenological approach, this research seeks to understand the direct experiences of teachers and students in using audiobooks as teaching materials. It is hoped that the results of this research can provide insight into best practices in the use of audiobooks in inclusive schools and identify existing shortcomings to be used as evaluation material and recommendations for improving audiobook production in the future.

2. METHOD

This research is research that produces qualitative data and is also analyzed qualitatively. The research approach chosen to answer the research objectives is phenomenology. This approach generally has the viewpoint that research data is a phenomenon that occurs in the field. Phenomenology positions the experience or what teachers and students feel (Qutoshi, 2018) in using inclusive audiobooks as findings/data. Informants can convey various information based on experience and in-depth meaning when using inclusive audiobooks. In this way, various authentic information can be captured to produce an original portrait of the implementation process and its various challenges.

Location and research informants

This research was conducted in 5 provinces, namely West Sumatra, Yogyakarta Special Region, North Kalimantan, Gorontalo, and North Maluku. The research process was carried out in 5

special schools, 4 elementary schools, 5 middle schools, and 5 high schools spread across five selected provinces. The location selection was carried out proportionally, namely taking into account the experience of using inclusive audiobooks and regional representation in Indonesia. The research informants in this study consisted of two groups, namely school heads or teachers as users of inclusive audiobooks as teaching materials and students, namely as users of inclusive audiobooks as learning materials. This research involved 110 teachers/principals and 215 students. Searching for information from both points of view is expected to produce complete data so that the role of inclusive audiobooks as materials for teaching and learning can be fully captured.

Method of collecting data

Data collection in this research used two techniques, namely in-depth interviews and FGD. In-depth interview techniques were used to search for data on teachers and principal informants. The basic reason for choosing this technique was the limited number of informants so that the interview process could be carried out in a conducive manner to explore in depth of various experiences in using inclusive audiobooks. The FGD technique was used to search for data on student informants. The choice of this technique was chosen based on the consideration that there were relatively many student informants so that the FGD technique could capture various information effectively and efficiently while still being able to explore information about students' learning experiences.

Data analysis method

The recorded interview data was transcribed using the substantive transcription method to produce a narrative text document with the substance of the interview results. The text document is then analyzed using a thematic analysis model. Thematic analysis can be applied to investigate the general role teachers play (Peel, 2020) in utilizing audiobooks in the classroom. Thematic analysis was carried out adopting a spiral procedure developed by Creswell with the steps of managing files, connecting data with research questions, creating initial codes, carrying out code reduction to form various categories, interpreting findings, strengthening findings with literature, and ending by conveying details of findings (Creswell & Creswell, 2013).

3. FINDING

Audiobooks are relatively new books for students and teachers in Indonesia. So far, learning scenarios have been dominant with visual information. Thus, using audiobooks as a learning resource has various challenges and requires various adjustments. This portrait of the use of audiobooks can be used as a reference for other schools that will try to use audiobooks. This reference is important because the existence of audiobooks can facilitate both regular and blind students. Considering that many countries, especially Indonesia, have currently implemented an inclusive school system, the existence of audiobooks can strengthen the quality of school inclusiveness. The explanation of the findings of this research is divided into four subchapters, namely (1) diversity as a challenge in preparing to use audiobooks, (2) planning the learning

process using audiobooks, (3) strategies for implementing the learning process using audiobooks, and (4) potential challenges of audiobook implementation and handling. The following is a description of the various subchapters.

Diversity as a challenge in preparing to use audiobooks

The first finding that will be explained is related to diversity as a challenge in preparing to use audiobooks. A summary of the findings is summarized in Table 1.

Table 1. Summary of Findings Diversity as a challenge in preparing to use audiobooks

Data Reduction	Theme	Findings
Availability of speakers in class	The diversity of facilities that schools have to support learning has a significant influence	The need to analyze the availability of institutional and individual facilities is an initial condition that must be understood by teachers to design a learning process that utilizes audiobooks
Availability of audio player in class		
Availability of a stable internet network at school		
School regulations for student use of devices	Flexibility in the use of audiobooks by students	
Not all students have personal devices		
Students' digital literacy is diverse	The prerequisite capabilities for accessing audiobooks vary greatly	It is necessary to map student profiles and characteristics when using audiobooks to support teachers in designing learning process scenarios
Many students are not familiar with audiobooks		
Many students are not familiar with the audio book provider portal (SIBI)		
Variations in student learning styles	Students' learning character profiles vary greatly, especially regarding their suitability to information sources	
Students' ability to understand audio information		
Students' concentration resistance when listening to audio books		

Source: Authors

Diversity is a situation that teachers must face in the learning process. Such a situation is not an obstacle but a necessity. Diversity must be positioned as a challenge that will be anticipated to produce a fair learning process (education for all). In this research process, diversity can be grouped into four, namely diversity of facilities owned by schools, diversity of freedom in accessing audio playing devices independently, diversity of ability to access audiobooks, and diversity of student profiles.

These variations are very important to identify, understand, and accommodate to serve as a basis for teachers in designing the learning process so that the potential benefits of audiobooks can be maximized. The variation in school facilities found to support the use of audiobooks is the availability of loudspeakers in the classroom. There are three groups of schools related to this, namely schools that do not have loudspeaker facilities in every class, schools that have loudspeaker facilities in every class but the quality is not good enough to use, and schools that have good performance loudspeaker facilities in every class.

Data in the field shows that the loudspeaker facilities in the class are less than adequate due to poor maintenance processes so problems often occur when they are used. In the process of using audiobooks, loudspeakers in the classroom are one of the supporting facilities because some teachers use them to introduce audiobooks to students or implement scenarios of listening to

audiobooks together. The presence of loudspeakers in the classroom has a more crucial role in schools that do not allow students to bring devices or schools where not all students have personal device facilities. Thus, audiobook playback must be centralized using loudspeakers at the front of the class.

Apart from loudspeakers, tools for playing audio files in class are other supporting facilities. Some schools place an audio player (in the form of a computer or other device) in each class. However, some schools do not have these facilities so audio playback devices can use devices owned by the teacher. Currently, almost all teachers in Indonesia already have audio-playing devices, in the form of handphones or laptops or others.

The following are examples of informant statements that are relevant to the conditions of diversity in the implementation of audiobooks.

"It is most suitable to use existing audio device player in the classroom, using a PC in the classroom. Standardized tools. This is more conditioned because it is monitored." (GYKSDS)

"Using their respective handphones and laptops, they are very heterogeneous, some have headsets, some don't, some have good speakers, some don't." (GYKSA6)

The next variation is internet facilities. Facts show that internet facilities in schools vary greatly. Some schools provide the internet with good performance, some schools have attempted to have internet facilities in the school environment but with limited performance, some schools do not yet have internet facilities. Even though the basis for accessing audiobooks is the web, it depends on internet availability (at least the internet at school). This condition is most often found at the elementary school level.

Internet availability in schools can be anticipated by accessing it independently by teachers who then listen to it together or students who access it independently with their respective devices. This strategy can be carried out provided that the area has good internet signal coverage. Indeed, in the last 5 years, equal distribution of internet access in Indonesia has been carried out intensively. However, there are still areas that do not have good internet signal coverage. In these areas, the implementation of audiobooks becomes more complicated.

The following are several examples of informant statements that show conditions related to the diversity of internet facilities.

"It would be better if there are audiobooks that can be used offline to make it easier for students who don't have stable internet access or don't have internet access available." (KA1)

"Apart from that, if you use a handphone, the network in this area is not yet stable so sometimes audio files don't appear completely." (GSMAKU)

The next aspect is the diversity of freedom in accessing audio player devices independently. School regulations are the first thing that determines the diversity of freedom in accessing audiobooks. Data shows that there is a school policy that prohibits children from bringing devices to school. This situation is generally found at the elementary school level and in schools with the boarding school concept. Thus, there is no option that the use of audiobooks must be

played centrally in the classroom. Such a situation has the prerequisite that there must be the availability of audio player and loudspeaker facilities.

The second reason for the diversity of freedom to access audio devices independently is device ownership. For regular schools (not boarding schools), students can be directed to repeat listening after school. This situation certainly has a prerequisite, namely that students must have devices and internet facilities at home. However, the portrait of students in Indonesia is very diverse, there are still many students who do not have gadgets and internet facilities at home. This condition is very closely related to the socio-economic conditions of society. Students who have poor economic backgrounds have a higher chance of not having access to audiobooks at home.

The problem of free access to audiobooks becomes more complicated for students attending boarding schools. Students go home every few months and while at the boarding school are not allowed to access devices. This causes students to have limited access to audiobooks.

The third aspect is the diversity of abilities to access audiobooks. The thing that causes the ability to access audiobooks is students' digital literacy. The data shows that there is a very significant variation in students' digital literacy which determines their ability to access audiobooks. The reason for the diversity of digital literacy is the level of students and the location of students. This research explores the use of audiobooks in elementary, middle, high school, and special schools. Across all levels, data was found that students in lower elementary grades (1, 2, and 3) often face technical difficulties in accessing audiobooks. Meanwhile, upper elementary grades (4, 5, and 6) are slightly more technically prepared to access audiobooks. This condition is of course a general description, not a case study for each student. As a consequence, teachers should provide more intensive assistance to elementary school students in using audiobooks.

The following are several examples of informant statements related to students' freedom and ability to access audiobooks.

"It's not easy because students are not allowed to use gadgets while at school. Students do not open the website directly independently, but it is opened by the teacher and displayed on TV." (GPSMPAR)

"Regular students here are not allowed to bring handphones to school except students in digital classes." (GYKSDS)

Skills in accessing audiobooks are also influenced by school location. Even though technological developments are running so fast, it must be acknowledged that there are areas that are not yet well-educated, especially areas that are far from urban areas. There is a significant gap regarding skills in using digital devices between students in urban environments and students in border areas or even inland areas.

Furthermore, students' ability to access audiobooks is influenced by the popularity of audiobooks among students and teachers. Data shows that students and teachers are still not familiar with audiobooks. Many of them don't know that there are audiobooks as learning materials. In fact, in the Indonesian context, the Book Center has SIBI (Indonesian Book Information System) at buku.kemdikbud.go.id which provides books in various forms, namely

PDF, audio, and interactive which can be accessed for free. However, SIBI socialization has not yet reached all regions. This situation means that students and teachers are not yet ready to access audiobooks. Users' unfamiliarity with audiobooks and SIBI means that the implementation process must begin with socialization of use before learning.

The final aspect that creates diversity as a challenge in preparing to use audiobooks is the profile and character of students. Learning style is the most common source of student variation reported by informants. There are students of visual, auditory, and kinesthetic types. The teacher said that learning style is closely related to the suitability of the information sources used and has a lot of influence on students' learning activities in class. Kinesthetic type students will certainly find it very difficult if the learning model is passive and visual type students will have difficulty digesting information from audio. Of course, this classification is not absolute, only a tendency.

Student learning styles are closely related to students' ability to maintain concentration and understand audio information. The teacher said that kinesthetic and visual type students had difficulty maintaining concentration when listening to audiobooks. This condition indicates that students begin to feel bored and sleepy within a few minutes after listening to audiobooks. Lack of concentration affects students' ability to understand the information in audiobooks. Knowing students' tendencies in learning can make it easier for teachers to create proportional scenarios for using audiobooks.

The following is an example of an informant's statement regarding student diversity.

"Depending on the type of child, kinesthetics may be unbearable. An assessment of students' learning styles is needed so that the use of audiobooks is appropriate." (GYKSDS).

"Audiobooks are quite helpful for students but only those who are auditory. Meanwhile, for those who prefer visuals or kinesthetics, audiobooks are not very helpful." (GSMAKU)

Development of lesson plans with audiobooks

Learning plans must be prepared proportionally and be able to serve as a guide to achieving learning objectives. The teacher is the actor who develops learning plans that suit the character of the students being taught, including when using audiobooks as learning materials. A summary of the findings of teacher strategies in planning learning is shown in table 2.

Table 2. Summary of teacher technical data in developing lesson plans using audiobooks

Data Reduction	Theme	Findings
Teachers have practiced using audiobooks	Teachers master audiobooks technically and substantively	Teachers and students must be ready to use audiobooks. Teachers are ready to facilitate students and students are ready to operate audio books.
Teachers have listened to the audiobook		
Teachers have analyzed the content of the audiobook		
Teachers introduce the audiobook portal to the students	Ensure students are familiar with audiobooks	
Teachers introduce audiobooks to the student's parents		
Teachers introduce the techniques of playing audiobooks to students		
Teachers map the school facilities		

Teachers map the facilities the students have	Mapping student profiles as consideration for planning the learning process	Teachers must design a learning process that suits student profiles proportionally so that all students can be facilitated
Teachers map student learning styles		
Teachers understand students' digital literacy levels		
Teachers design learning models that suit students	Designing a learning process that can facilitate all students proportionally	
Teachers combine various learning techniques		
Implementing the concept of differentiated education		

Source: Authors

Before preparing a lesson plan that uses audiobooks as teaching material, teachers should master audiobooks technically and substantively. To know the technicalities of using it, teachers must have experience in playing audiobooks as teaching materials. Doing simulations and playing around with audiobooks is a good idea to understand the technicalities of using audiobooks. In this way, the teacher will know well how to pause, rewind, advance, rewind, skip, search for the desired file, and various other activities that will help in the learning process.

Then the teacher must also master the substance of the audiobook content well. The way to master the contents of an audiobook is to listen to it. Knowledge of the substance will help teachers in designing good learning plans, especially regarding time allocation and creating special strategies for some of the material in audiobooks. Teachers can map which parts need to be emphasized because they are substantial or which parts need to be repeated because the information is relatively difficult to understand. Data shows that several materials require special treatment. This is of course normal, as when studying with a textbook, we can mark important things and repeat reading for material that is difficult to understand.

Apart from teachers having to master each audiobook that will be used as teaching material, teachers must also ensure that students are familiar with audiobooks. The teacher introduces the audiobook web portal to students before learning with the aim that students have mastered the technicalities of using it. This is very important because if students are not familiar with audiobooks then the learning process could result in teachers and students being preoccupied with technical problems. Even though the learning process should focus on the substance of the audiobook. To support this introduction, several teachers said that apart from being introduced to students, audiobooks were also introduced to parents. This is intended so that parents can understand and at the same time facilitate their children if their children are active with devices to listen to audiobooks at home.

The following is an example of an informant's statement that shows the teacher's process in preparing for learning.

"Before starting learning, I listened to the audiobook first so that I understood the contents of the audiobook well. This strategy is very useful for anticipating various potential problems." (GYKSA6)

"Schools introduce audiobooks to students and parents. The hope is that students will be familiar with audiobooks and schools can synergize with parents." (GYKSDS)

Furthermore, building learning plans should be based on school and student profiles. School facilities and personal facilities can be considered as scenarios for using audiobooks. Is it played centrally in front of the class or played by each student on their device? Student learning styles are also very determining. If the majority of students tend to like active learning, the teacher can use audiobooks that are short and interspersed with physical activity. If the majority of students tend to be visual types, the teacher can involve various concrete objects or visual simulations to strengthen the material. If students tend to have difficulty concentrating when listening to audiobooks, the teacher can interrupt them with various activities such as quizzes or ice-breaking. These cases are often found in schools. The final thing to consider regarding the profile is the student's digital literacy. Teachers must of course understand students' digital literacy levels so they can design their role as facilitators proportionally.

Adjusting the learning design to the student profile will make the learning process plan effective and efficient. Teachers can formulate appropriate learning models, namely activities in learning that can maximize student potential and make students comfortable with the learning process. The data shows that the learning process (using audiobooks) should be designed in a differentiated manner. This aims to facilitate the learning process for all students. Students who are suited to audiobooks can be given a longer duration of the learning process with audiobooks, while students who are not suited to audiobooks can be given audiobooks as a supplement with a shorter learning duration. Success in designing a good learning plan depends on the teacher's mastery of teaching materials, the teacher's understanding of student profiles, and the teacher's accuracy in determining learning methods.

The following is an example of an informant's statement that shows that the lesson plan matches the student's profile.

"There are students who ask for audiobooks that are equipped with visuals to support students' audiovisual learning styles." (KA2)

"For those who prefer visuals or kinesthetics, audiobooks are not very helpful, because they easily get bored when listening without anything to see visually." (GSMAKU)

Strategy for implementing the learning process by utilizing audiobooks

Most teachers said that audiobooks cannot be used as the only learning resource. Audiobooks are used as additional material in the learning process. The additional strategies implemented in schools vary greatly. Some teachers use audiobooks as material for initial introduction to the material, some teachers use audiobooks to increase understanding after conventional learning, and some teachers use audiobooks as additional independent assignments at home.

However, whatever strategy is applied, the use of audiobooks has a lot of influence on the learning process. Informants conveyed the various strategies they used so that the learning process using audiobooks could run smoothly. The findings of teacher strategies in using audiobooks in learning are summarized in Table 3.

Table 3. Summary of findings on strategies for implementing the learning process using audiobooks

Data Reduction	Theme	Findings
The teacher provides a general overview of the material to be studied	Teachers provides early reinforcement of learning	Teachers must ensure students are ready to start the learning process so that the learning process becomes more effective
The teacher explains the learning goals and targets		
The teacher creates a conducive learning space	The teacher sets the initial conditioning for learning	
The teacher ensures that the audio player device can run smoothly		
Students need to repeat listening	The teacher provides extra time for audio repetition	Teachers accompany and facilitate students when studying with audio books in class. Teachers are prepared for various technical and substantive obstacles.
The teacher gives a free time span		
The teacher accompanies students to listen to audio books	Teachers accompany students to study with audio books in class	
The teacher facilitates students who ask questions		
The teacher emphasizes core material		
Teachers must be sensitive to the learning atmosphere in the classroom	Teachers respond to students' learning situations	Teachers manage the class so that a conducive learning situation is maintained and provide schemes for optimizing the use of audiobooks through independent activities.
Teachers respond proportionally to student boredom/boredom		
The teacher gives assignments to students to strengthen the material	Teachers prepare an independent learning system that supports learning outcomes	
The teacher gives assignments to prepare for learning at the next meeting		

Source: Authors

In general, the beginning of the learning process with audiobooks is the same as the beginning of the conventional learning process. The teacher provides an introduction before starting the learning process. However, what is different from learning in general is that the use of audiobooks requires teachers to provide more detailed initial reinforcement of learning. Providing a more detailed overview of the material at the beginning of learning will help students be more prepared to study with audiobooks. This will be better if the teacher also conveys the learning goals and targets. This information allows students to imagine in advance what they will learn. In this way, students will find it easier and easier to understand various substances in audiobooks.

Apart from conveying a general overview of the material, objectives, and learning targets, teachers also need to organize classroom conditions that are conducive to learning. The conduciveness of the learning process is first influenced by the readiness of the audio player. If the audio playback process is centralized then the loudspeaker facilities must be ensured to function properly. If the audio playback process is carried out independently by students, the teacher must ensure that all students have devices that support this activity.

The second conduciveness comes from the condition of the room. Audio information sources are very easily distorted by other sound sources. This situation is increasingly evident for students with visual disabilities. They have the characteristic of being more sensitive to sound. Slight noise can disturb concentration. Thus, a room must be prepared that has minimal distractions for

the learning process. Apart from the room, students also need to be given understanding and conditioned not to make noise with each other so that it distorts the sound of the audiobook.

The following are examples of informant statements that show various learning initiation strategies or perceptions.

"Then convey it to the child first (audiobook), the details of the material that can be studied, so that the teacher's apperception becomes very crucial" (KA3)

"Then convey the details to the child first, the details of the material that can be studied, so that the teacher's apperception becomes very crucial." (GYKSDS)

In using audiobooks, there are different facilitation processes to ensure students understand the material. Students' abilities to understand information vary greatly. This is influenced by students' habits, learning styles, and intelligence. It is very common when studying with printed books, we repeat reading, the same thing happens when studying with audio books. Students need to repeat several parts that they do not understand. Teachers need to be sensitive to such situations. Teachers need to allow tolerance regarding time because the speed at which students understand information can vary greatly. For example, if a theme is packaged in audio with a duration of 10 minutes, the teacher will give at least 1.5 to 2 times the time (generalization, it could be faster or slower in one case) for students to understand the material.

When listening together in class, just like conventional learning, the teacher acts as a companion. Even though students listen to material from audiobooks, teachers must still be ready to facilitate students who ask questions related to substances they have not yet understood. Apart from that, to strengthen understanding, teachers need to emphasize certain parts, especially crucial parts. Emphasis can be placed in the middle of a student's listening to an audiobook or at the end of each listening session.

The following is an example of an informant's statement that shows the explanation above.

"The teacher arranges the selection of evaluation materials by matching the evaluation materials with the conditions of the school environment.." (GSLBYK)

"There are those who use audiobooks to study. Activities are adapted to the learning model and material taught. Then the teacher adds and completes the information to help visualize or explain material that students do not yet understand." (GSMAGOR)

Regarding various obstacles in the learning process, one of the most common complaints by teachers is boredom. To respond to this incident, teachers need to be sensitive because students rarely say that they are bored of listening. Teachers must be sensitive to students' expressions that show boredom, for example starting to look sleepy, chatting with friends, or doing other activities. This condition varies greatly for each student. Teachers must be ready to mitigate this. The response taken by the teacher should be good and build motivation to learn, not scolding. Some examples given by teachers when students indicated that they were bored of listening to audiobooks were temporarily stopping learning and then holding icebreakers, questions and answers, quizzes, or other activities to break the atmosphere.

The last thing that teachers generally do at the end of learning with audiobooks is to maximize audiobooks as a means of independent learning. This last thing is the greatest potential for using audiobooks. The majority of teachers and students agree that this audiobook is very flexible and can be used as learning material while carrying out various activities. What is most often encountered in schools is that students listen to audiobooks while eating and resting. When at home, students often use audiobooks while doing various activities. This potential is what many teachers maximize through assignments. In general, teachers use audiobooks as assignments to repeat material that has been studied or listen to new material to prepare the material to be taught. In this way, audiobooks can provide maximum benefits to improve the quality of learning.

The following is an example of an informant's statement that shows the teacher's strategy for using audiobooks as material for independent learning.

"... due to time constraints, we used Google Classroom, then produced variations on each device as independent assignments at home." (GYKSDS)

"Audiobooks really lighten the burden on teachers. Especially for learning preparation. Before learning, students are asked to listen so that during the learning process students are better prepared." (GYKSA6)

Challenges in the process of using audiobooks in learning

In the learning process with audiobooks, several challenges were found which led to the effectiveness of using audiobooks in increasing students' understanding. A summary of data on challenges in the process of using audiobooks in learning is shown in Table 4.

Table 4. Summary of data on challenges in the process of using audiobooks in learning

Data Reduction	Theme	Findings
Students' boredom in listening to audiobooks	There is instability in students' concentration when studying within a certain period of time	The use of audiobooks should involve several methods so that student concentration can be maintained and students can more easily understand the contents of audiobooks
Students only listen, are passive, and have minimal physical activity		
Students lose focus relatively quickly		
Single source of information (audio information)		
Students' comprehension of audio information varies	Students must be able to imagine in understanding audio information	
Students need contextualization of material		

In the process of using audiobooks in the classroom, boredom is the most common challenge encountered. The character of audiobooks is to use audio information as a single source of information. Students' boredom in listening to audiobooks appears in various ways. Some students start to get bored at the 10th minute, the 7th minute, and some are bored at the 5th minute. Variations in the speed at which students reach this level of boredom are due to complex reasons such as age, learning style, character of the material, narrator's voice, and there are many other variables. Data shows that the cause of students getting bored easily is a passive condition (minimal movement and interaction). The teacher said that this situation made students easily bored, felt tired quickly, and ended with them losing focus. One of the easiest indications to observe is that students start to appear sleepy and do other activities outside of listening to audiobooks.

Apart from that, why audiobooks have the potential to make students bored because they involve heavy thinking activities. Audiobooks use a single source of information, namely audio. In this way, all information is audio narrative. The students hear this information and then contextualize it in their minds. There is an imagination process to be able to understand information from audiobooks. Every student has different imagination abilities. The impact is that for students who have a good imagination (because the context in the material is appropriate or the student has good intelligence) of course there is no problem. But unfortunately, the majority of students state that imagining is a difficult thing. Such cases also occur with students with visual disabilities. They also need concrete objects to learn so that it becomes easier to understand information. For example, to understand plant anatomy material, students will find it easier to understand by touching plants compared to listening to descriptions of plants.

To overcome the various challenges that have been described, it is necessary to combine learning methods that make students active. An example told by the teacher is combining audiobooks with lectures and practice. Combining various strategies will mutually strengthen students' understanding. Another example is combining an audiobook with an observation project. In this way, the learning process becomes more meaningful and it becomes easier for students to understand the material.

The following is an example of an informant's statement regarding the challenges teachers face in using audiobooks as alternative teaching materials.

"In my experience when teaching, the duration is more than 10 minutes, it seems that the children are bored. Try for a maximum of 10 minutes. Apart from that, the disadvantage of audiobooks is that they provide single information so that children become passive and do not involve contextual objects. "Even though blind students rely on information from audio sources, they still need contextual objects to touch." (GSLBP)

"In general, we use the principle of differentiation. There is no most effective method. Thus, a good teacher is a teacher who is prepared with various methods to accommodate students. "In order not to get bored of listening to audiobooks, the learning process is interspersed with various teacher explanations, including a combination of other methods." (GYKSDS)

4. DISCUSSION

Audio teaching materials (including audiobooks) are starting to be attracted by various communities (Zhang, 2024). Sources of audio information can be classified into two, namely information that is deliberately produced based on audio information (Arlinwibowo & Retnawati, 2015) and text information that is converted into audio by the application (Fan et al., 2023). The second type is currently the one most widely used by people in general, including blind people with disabilities. The use of audio teaching materials can be used to facilitate students in the learning process (Arlinwibowo & Retnawati, 2015) and assessment (Arlinwibowo et al., 2021). However, the use of audio teaching materials (in the context of using audiobooks) requires additional facilities compared to when studying using printed books.

Facilities are a very important factor in supporting the implementation of education (Arlinwibowo, et al., 2020; Warsihna & Anwas, 2017). In general, educational facilities can be provided by schools and parents (Retnawati et al., 2017). Between the two, some facilities can only be provided by the school, possibly provided by parents, and some facilities can be provided by both. The existence of these facilities provides positive encouragement to improve the quality of learning (Marsigit et al., 2020; Nurabadi et al., 2020), including learning by using audiobooks.

Facilities are a tool to maximize the learning process (Arlinwibowo et al., 2022; Pertiwi, et.al, 2024). However, student factors remain a priority when planning learning (Razali et al., 2023; Sugiarti et al., 2023). Tools (media) can change based on student characteristics (Liu & Liu, 2023). Student character can be a reference in determining learning scenarios so that the knowledge transfer process is maximized (Rini et al., 2020; Aqeel et al., 2020). For example, students with the kinesthetic learning type certainly have different needs from auditory-type students (Corebima et al., 2017; Rini et al., 2020). Students personally tend to have unique characteristics in managing information sources (Daşdemir, 2016). Thus, mapping student characteristics and profiles before carrying out learning is very important (Corebima et al., 2017). No matter how good the facilities are, if they do not suit the character of the subject, the learning outcomes will not be optimal.

Once the data on facilities and student profiles can be recorded by the teacher, the data can be used as material for designing learning plans. It seems simple, but learning plans are often complained of as being difficult to develop (Arlinwibowo et al., 2023). Lesson plans have an important role in guiding teachers in carrying out the learning process (Sugiarti, et al., 2019; Retnawati et al., 2018; Telesphore et al., 2024).

There are three main parts to a learning plan, namely opening, content, and closing. Opening is the initial stage to ensure students are ready to take part in the learning process. Readiness is an important aspect in determining the quality of learning (Siregar et al., 2022). In using new media (audiobooks), teachers must ensure that students understand the technicalities of use so that it will help them understand the substance (Retnawati et al., 2017). The content section consists of learning steps that should be adapted to the student's character (Arlinwibowo, Retnawati, Kartowagiran, & Mustaqim, 2020; Torresin, 2023). Each student has a unique character that must be accommodated in learning. The closing section contains conclusions and follow-up learning. This closure is needed to emphasize what has been learned, even to strengthen critical and reflective thinking (DeBacker & Crowson, 2009).

In the learning process, the teacher acts as a facilitator (Fahmi et al., 2022), especially as the use of audiobooks is relatively new for students (Arlinwibowo & Retnawati, 2015). Even though it has now been widely developed (Elisa, 2022; Rivas-García & Magadán-Díaz, 2022; Snelling, 2021), the fact is that only a few teachers and students in Indonesia still use it. When teaching, teachers must understand the teaching materials that will be used so that they can facilitate students' well (González-Fernández et al., 2024). Understanding the substance and technicalities of media use is very important to be able to manage the class well (Çetin, 2021; Mastur & Zainuddin, 2023). Teachers also need to choose and use teaching materials that are by technological developments and students' desires (Anwas et al., 2020). Based on this

understanding, teachers can accompany students well and various problems faced by students can be overcome (Sumaryanta et al., 2018).

The smooth learning process makes it easy for teachers to get the most out of audiobooks. Audio teaching materials are very flexible (Neli, 2022) so they are very suitable for listening while doing other activities such as walking, jogging, eating, and other leisure activities (Kristensen & Lüders, 2023). Giving assignments to listen to audiobooks is a very possible way (Susilowati et al., 2021). In this way, the potential of audiobooks as a supplement to the learning process is maximized.

Despite all the positive values of audiobooks as a learning resource, there is a big challenge that must be anticipated, namely student boredom when listening. Students will easily get bored when the learning process is carried out in a monotonous way (Widyaningrum et al., 2023). Listening to audiobooks for a long time is a monotonous activity, there is no interaction and minimal dynamics (Aydın & Tunagür, 2021). These things trigger boredom in students which triggers reduced motivation to learn (Hidajat et al., 2020).

5. CONCLUSION

The initial challenge in the learning process that utilizes audiobooks is the variety of facilities, especially as a consequence of Indonesia being a very large and archipelagic country. One source of variation is students' digital literacy. Not all regions or all levels have sufficient digital literacy so that they are capable of accessing audiobooks. Another source is student learning styles. Not all students are suitable for audio as the sole source of information in the learning process.

Knowledge of the audiobook portal (SIBI) is very crucial initial capital because all access is through the portal. It is recommended that learning plans be prepared based on student profiles because students' conditions vary greatly. In this way, the weaknesses of audiobooks can be anticipated and the benefits (potential) can be maximized.

Things that should be ensured in the learning process with audiobooks are (1) the teacher ensures that students are ready to take part in the learning process psychologically and substantively, (2) the teacher is ready to facilitate students who can learn quickly or slowly through assistance or providing leeway when listening to audiobooks, (3) the teacher is prepared for situations of student boredom in listening to audiobooks and can respond proportionally, and (4) the teacher can maximize audiobooks as supporting material for independent learning.

At the implementation stage, the biggest challenges are minimizing the potential for boredom, maintaining concentration, and ensuring that the information presented can be understood by students. Audiobooks have a single information base (audio) and make students have minimal activity (interaction) making it difficult to maintain conduciveness when learning. Apart from that, not all students easily have the imagination to understand the material when listening to audiobooks.

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