

*Meaningful Learning for Blind Students in Using Audiobooks as a Tool in
Distance Education*

Jaka Warsihna, Universitas Terbuka, Indonesia
Zulmi Ramdani, Bursa Uludağ University, Turkiye
Andi Amri, Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia
Fauzy Rahman Kosasih, Universitas Terbuka, Indonesia

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Abstract

Current technological advancements have introduced a new perspective in facilitating optimal learning for individuals. Audiobooks as a learning medium are anticipated to ease the process for blind students in accessing a greater volume of material and achieving enhanced accessibility. Previous studies have not extensively explored the role of audiobooks for blind students despite the potential of this medium as a driving factor for their success in learning. A descriptive phenomenological study was employed to investigate the experiences of blind students in using audiobooks as a supporting learning media. Two blind students, actively engaged in distance learning programs, participated in this research. Through thematic analysis, the findings revealed that audiobooks can serve as an effective tool for accessing diverse and directed learning resources. However, specific considerations, such as accessible features and the dynamic nature of audiobook narrations, which need to align with the content, must be taken into account during implementation.

Keywords: Audiobooks, Blind Students, Distance Education, Educational Technology, Meaningful Learning

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Introduction

Technological advances have positively impacted information accessibility and educational attainment for everyone (Lai & Bower, 2019). This benefit extends even to those with physical limitations, enabling them to receive proper and optimal education. For individuals with visual impairments, having accessibility to education is a source of joy (Starcic & Bagon, 2014). Throughout history, technology has played a significant role in assisting individuals with visual impairments in their daily activities. Examples include technologies that convert text into audio, making it accessible for them, such as Screen Reader NVDA (Non-Visual Desktop Access) and Job Access with Speech (JAWS), as well as Braille Converter devices that provide tactile writing for individuals to feel when using something (Kapperman et al., 2021; Kisanga & Kisanga, 2022; McCarthy et al., 2013). In general, the presence of various technologies greatly aids blind individuals in fulfilling their life tasks (Lai & Bower, 2019).

Current development of educational technology has increasingly focused on media that can be used in the education of blind students, one of which is the use of audiobooks. Audiobooks serve as a supplementary medium presenting educational material in audio format, allowing blind students to access learning content through listening alone (Warsihna et al., 2022). The breakthrough of audiobooks not only provides a solution for studying specific subjects but can also be utilized flexibly, even when individuals are engaged in multitasking activities (Warsihna et al., 2021). The advantages of using audiobooks further emphasize technology as a tool to assist humanity, clearly demonstrating that education is for everyone (Brauchli et al., 2020; Koskinen & Seppä, 2014).

Previous studies have extensively explored audiobooks in various contexts. These range from their implementation to enhance student motivation and academic performance, their use as an alternative learning medium in remote education contexts, to the manifestation of unique learning materials that can be presented engagingly to students (Marchetti & Valente, 2018; Srivastava et al., 2022). Furthermore, research on audiobooks for blind students has also been conducted by several earlier researchers. For instance, in illustrating visual science and technology materials to make them more vivid and capture the attention of student audiences (Subagya, 2017). Meanwhile, other studies have aimed to uncover the effectiveness of audiobooks for blind students (Alatas & Solehat, 2020; Amalia & Istiqomah, 2020; Fansury et al., 2019). To date, the limited number of studies exploring the experiences and perspectives of blind students in using audiobooks is the main focus of this research. Therefore, the objective of this research is to explore the experiences and perspectives of blind students in using audiobooks.

Literature Review

The Concept of Education for All (EFA)

Education for All (EFA) is a global movement initiated by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) with the primary goal of meeting the learning objectives for all children, adolescents, and adults. The UNESCO-initiated EFA program was intended to be completed by 2015 (GEM Report UNESCO, 2015). However, its success was only evident in 2022, seven years later, for Indonesia (Kuhon, 2020). Education for All (EFA) has been part of the government's policy in Indonesia since it was established in 2000 through the Dakar Declaration. As a result, the government formulated the

implementation plan for the Education for All (EFA) program for the years 2000–2015 (Mulyadi, 2017). The progress of education for all in Indonesia and UNESCO member countries is monitored annually, and the results are reported through the global monitoring report for education for all. According to Manan (2015), there are six programs under education for all, namely the early childhood education program, basic education program, life skills program, equality program, gender mainstreaming program, and education quality improvement program.

The concept of education for all is an idea that has become ingrained in human thinking, suggesting that everyone has an equal opportunity to learn, regardless of their social status or background. Education for all is the notion that education should be seen as a solution or alternative to address educational issues, not merely as a political or national slogan. Education for all can be considered the embodiment of the 1945 Constitution regarding the right to education for all Indonesian citizens (Majid & Fuada, 2020; Nugrahanto & Zuchdi, 2019).

Lukito (2022) in article 31 of the 1945 Constitution, which states that "Every citizen has the right to education," is a manifestation of this concept of education for all. In the initial part of the article, the word "every" indicates that no Indonesian citizen should be deprived of quality education. Therefore, the right of citizens to receive education is the same for all layers of society, both formal and non-formal, without distinction of ethnicity, race, religion, or social class.

The commitment to education for all is to ensure the right of every citizen to education. Learning for all is a type of education that encompasses all ages, whether children, adolescents, or adults, to enhance their understanding of the world (OECD & Asian Development Bank, 2015). Sulistyanto (2014) conclude that fundamentally, education is a learning process intended to engage participants in activities and creativity, fostering interaction so that they can learn knowledge of how everything in the world functions and serves to improve one's life.

Continuous Education for Vision Impaired Students: Expectations and Challenges

Talking about sustainable education is not only about focusing on suitable teaching methods, adequate facilities, and professional teachers. Understanding sustainable education means recognizing the various conditions and needs of students. The provision of education for students is adjusted to their conditions (Mark, 1986). Some students are considered normal both physically and mentally, allowing them to attend regular schools from kindergarten to high school. However, some students require serious attention and benefit from inclusive education. Children with exceptional abilities and gifts may pursue appropriate education in Special Needs Schools. One such student with special needs is a blind student. According to the World Health Organization (WHO), visual impairments in individuals are classified into three categories: 1) Normal, where vision acuity and residual vision range from 6/18 to 6/6; 2) Low vision, with vision acuity and residual vision ranging from 3/60 to 6/18, and finally; 3) Blind, with vision acuity and residual vision less than 3/60.

Based on the WHO classification, this serves as a reference for policymakers in determining the appropriate learning processes tailored to the needs of blind students. Learners with visual impairments do not necessarily have shortcomings in all aspects. While their physical vision may be impaired, their thinking and brain capacity are equivalent to students in general.

Kingsley (1999) points out that the limitations of visual impairment do not necessarily restrict the potential of children with visual impairments from developing optimally. This implies that suitable and functional education is crucial for individuals with visual impairments, considering they are also assets to the nation and the responsibility of the state, deserving of proper education like any other child.

Various approaches have been employed to realize inclusive education that aligns with the needs of blind individuals. One of these approaches, as proposed Hosni (2012), suggests that blind learners can be addressed through visual stimulation, visual efficiency, and teaching approaches utilizing residual vision. All these approaches aim to meet the needs of blind learners, enabling them to receive education effectively. Additionally, these approaches should be accompanied by proficient technology. Technological facilities supporting the learning process for blind students will facilitate educators in comprehending the presented learning materials more easily (Lewis, 2003).

Providing education for blind people poses a challenge for the country and stakeholders, particularly educators. Educators involved in this field should ideally possess knowledge of special education and special services. This is crucial to ensure that the transfer of knowledge is effectively executed and aligns with the set targets (Smith, 2006). However, in reality, many special needs schools face a shortage of teachers, as reported in the news on bangka.tribunnews.com (2022), stating that the Bangka Belitung province lacks special education teachers. Similar situations have been observed in Bengkulu and Papua. It becomes the responsibility of the state to address these shortages. Furthermore, the scarcity is also attributed to the low interest of the younger generation in choosing special education as a major in higher education. It is hoped that policymakers will pay more attention to these special-needs children, especially blind people, ensuring that their educational needs are adequately met.

Methods

Research Design

This research employed a descriptive phenomenological analysis design to explore individual life experiences (Biggerstaff, 2008; Biggerstaff & Thompson, 2008). The selection of this phenomenological design is rooted in the researchers' goal to gain a deeper understanding of the experiences recounted by the participants concerning the values and beliefs they held while undergoing religious education. Unlike an interpretative design, this descriptive phenomenological analysis merely portrays what the participants feel and perceive without providing a more profound interpretation of the underlying dynamics. Hence, this design is well-suited to the objectives of this research.

Participants

Participants in this research are blind students currently undertaking distance education at Universitas Terbuka. Two blind students were involved in the research. They were selected using the snowball sampling technique, where the researchers obtained information about both participants based on academic data search and confirmed by the university regarding their conditions. The selected participants then completed a research consent form, where they consciously agreed and willingly participated in this research. The research activities

received permission and were directly supervised by the Research and Community Service Institute of Universitas Terbuka.

Data Collection and Technique

The data collection process was coordinated in advance with the selected subjects regarding the schedule and location of data collection. Data collection utilized a semi-formal interview technique, as it was believed to provide calmness and openness in this research process. The recorded and transcribed interviews aimed to delve into the participant's experiences, thoughts, feelings, and activities during religious education at school. The interview questions were structured based on a combination of theories described by Karpicke (2012), Karpicke and Grimaldi (2012), and Shuell (1990). The interviews were conducted in the Indonesian language through face-to-face interactions using audio-recorded media, with each session lasting between 39 and 50 minutes. The interviews featured semi-structured, open-ended questions that centered on the perspective of blind students in using the provided audiobook. The audiobook was given to the participants three weeks before the interview process, covering a specific topic from a general course at Universitas Terbuka.

Data Analysis

Data were analyzed, identified, or reported using a thematic analysis because this research focuses on a detailed analysis that provides a more in-depth description (Campbell & Hart, 2018; Creswell & Creswell, 2018). This thematic analysis is suitable for use in phenomenological research designs because it can reveal with certainty the essential components that are inherent and occur in research participants. The steps to be taken in this thematic analysis include understanding the data obtained, coding from existing data, forming themes or patterns from existing coding, and translating them into English. The results provide relevant information about the identified attributes.

Results and Discussion

Participants Characteristics

The first participant is a 35-year-old unmarried man who resides with his sister's family. He holds a degree in music from one of the state universities in Indonesia and is currently in his fourth semester as a communication major at Universitas Terbuka. On the other hand, the second participant is a 22-year-old woman pursuing an English education major at Universitas Terbuka. She lives with her parents and is engaged in daily online clothing sales under the direct guidance of her mother.

Themes Identified in This Research

Based on the analysis of interview data gathered by the researchers, several common points were identified, namely (a) Linearity with learning objectives, (b) Accessibility of use, and (c) Supporting capabilities. The first point pertains to the presence of audiobooks and whether they can optimize learning. The second point focuses on essential physical aspects that can support the optimization of audiobook usage. Meanwhile, the third point concentrates on other supporting capabilities necessary for the optimal use of audiobooks. For further clarification, the researchers elaborate on the indicators for each point as outlined in Table 1.

No	General Theme	Indicators of Theme Achievement
1	Linearity with learning objectives	<ul style="list-style-type: none"> - Supporting learning objectives and processes - Usage process and implementation - Required costs - Student background
2	Accessibility of use	<ul style="list-style-type: none"> - User feelings and comfort - Physical accessibility
3	Supporting capabilities	<ul style="list-style-type: none"> - Special skills - Integration with other media - Learning experiences

Table 1. Description of Themes Formed in the Use of Audiobooks for the Blind Students

This research yields a qualitative description explaining the experiences and perspectives of blind students in using audiobooks as their learning media. As a technology-based learning tool, audiobooks are expected to provide in-depth information suitable for students' needs. Especially for those who are blind, audiobooks are generalized as an effective medium to support the learning process in general. This can be seen from the interview results conveyed by both participants, emphasizing the significance of audiobooks in facilitating their understanding of the materials.

The researchers conducted a thematic analysis, summarising several major themes as seen in Table 1. These themes are inferred based on the behavioral indicators perceived by blind students when using audiobooks. Three major themes that are a significant focus of the researchers in this research are linearity with learning objectives, accessibility for users, and supporting capabilities for using audiobooks. These themes reflect information that blind individuals can indeed use audiobooks in their learning. However, several considerations need to be addressed for more optimal use. Referring to these three themes, previous research on the integration of technology and learning has also been conducted by three different research groups (Alyoussef, 2023; O'Connor et al., 2022; Sailer et al., 2021). Therefore, the research results support previous findings.

In the first theme, linearity with learning objectives is crucial. The presence of audiobooks as an alternative or primary medium is a component that model makers must consider. In this research, participants agree that audiobooks are an alternative medium, as not all materials can be presented continuously in audiobook form. Additionally, participants also concur that the materials presented in audiobooks are only for conceptual and general knowledge information. Therefore, it cannot cover in-depth analytical or research-related content, as expressed by participants in the following quotes.

"This is good for general materials only because routine information can be provided, making it easy to remember. But, if it is for research or writing, it seems difficult."
(Male Participant)

"It seems like this is only for specific materials because, for complex subjects, it cannot be listened to in this way alone." (Female Participant)

Referring to the intended purpose of creating audiobooks, the presence of this medium is indeed specified as an aid to facilitate the understanding of a subject, and blind individuals

can listen to it flexibly. This undoubtedly supports students working in distance education programs because, with their limited time, audiobooks can be present amidst their busy schedules. The predetermined objectives will ultimately determine how audiobooks are shared and utilized by blind students. In other indicators in Table 1, the linearity of audiobook usage will also heavily depend on the learning experience and familiarity with the technology possessed by blind students. Moreover, it will be related to the costs incurred to use the audiobook.

"Even though I am blind, my learning style is dominantly visual. So, if it is full of audiobooks, it would be very boring, so there should also be two-way discussions." (Male Participant)

"I usually listen to Western music because, coincidentally, my major is English. So, it suits my learning style." (Female Participant)

"So far, only the iPhone is adaptive enough to various technologies for us as blind individuals, so using this audiobook should be easy for us." (Male Participant)

Next, looking at the second theme, which is about the accessibility of using audiobooks, this is a crucial aspect. Blind students must be provided with ease in using audiobooks because this is their main gateway to capture learning information. Some essential indicators to be considered include effective steps in starting audiobooks for them, the extent of comfort that can be obtained, and how the quality of the voice actor and intonation in the audiobook must be clear. These findings are also supported by previous studies stating that audiobooks for blind individuals should be made so comfortable that they can focus on the essence of the material and do not need to pay attention to technical aspects (Alatas & Solehat, 2020; Amalia & Istiqomah, 2020; Fansury et al., 2019).

"The website must be user-friendly so that it is easy for us to access. There are not many websites that can integrate sound like this audiobook." (Male Participant)

"I use this iPhone because it can adapt to various stimuli for blind individuals and provides various accessible features. Then the audiobook should be like that, too. Do not make it harder for us to learn." (Female Participant)

"The voice actor must also be considered. It must be pleasant to listen to and suitable for the material." (Female Participant)

The quotes also support the third theme, where there is a significant need for supporting abilities for blind students to use this audiobook. Psychologically, many factors hinder blind individuals from learning and obtaining a good education. Just starting to get motivated is challenging enough, so the existence of this audiobook should create an impression of easing and capturing the attention of blind students. Supporting abilities are required to achieve optimal learning with audiobooks, such as proficiency in using distance learning technology, familiarity with integrating online learning, responsiveness in understanding the material, and flexibility in using audiobooks. These indicators can, of course, be integrated with other media. Existing studies strongly emphasize that audiobooks are more effective in learning when elaborated with other media (Brauchli et al., 2020; Koskinen & Seppä, 2014).

Conclusion

This research provides information about the perspectives and experiences felt by blind students in using audiobooks. To achieve more optimal audiobook learning, every media created must be relevant to the learning objectives. Not only that, but audiobooks must also give the impression of being easy to use and administratively friendly. Audiobooks should also be studied in-depth, requiring regular learning experiences and trials to feel their benefits more significantly.

This research has several limitations, including the limited number of participants, which could potentially strengthen its exploration with a more significant number of participants. This research essentially only examines how they experience using audiobooks. However, it is also essential to consider quantitatively whether audiobooks have a significant impact on the learning of blind individuals.

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Contact emails: jaka-warsihna@ecampus.ut.ac.id
zulmiramdani@uinsgd.ac.id