EFFECTIVITY OF AUDIOBOOK AS INNOVATIVE LEARNING MEDIA IN OPEN AND DISTANCE EDUCATION

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Abstract

There are many obstacles in open and distance learning. One of them is the limited media that can be used for flexible learning for individuals who do it, especially for those with disabilities. Earlier media such as e-books, learning videos, and classroom tutorials were not flexible for open and distance education students who study while working as well as those with disabilities (blind). Open and distance education students are generally constrained by allocating their time between work and study, so they need teaching materials that can be learned while doing something. This is what drives the emergence of audiobook media. This study aimed to see the effectiveness of audiobooks as an innovative learning medium in open and distance learning organized by the Universitas Terbuka. A descriptive quantitative design was used to identify the description of the effectiveness of the audiobook on the 145 respondents involved in the audiobook trial. The results show that the evaluation instrument used to measure the effectiveness of the audiobook has achieved good reliability with a coefficient of 0.952 (r > 0.7). Descriptive analysis of the dimensions of audiobook effectiveness shows that the majority of respondents are at a satisfactory level with this audiobook, both in terms of appearance or media features, media utilization, and the material or content provided. Meanwhile, the correlation results for each aspect are at a significant level, so it can be interpreted that the better the appearance, utilization, and content, the higher the respondents' satisfaction with the existence of the audiobook. In general, the results of this study conclude that audiobooks are considered an innovative learning media from the results of respondents' assessments and become an alternative media for developing open and distance learning outcomes.

Keywords: Audiobook, Distance Education, Innovative Media.

1   INTRODUCTION

Technological advances in the field of education have provided a new perspective for teachers and educators that these conditions can be used as a medium that enriches knowledge. The application of technology in the field of education can be seen from the increasing number of learning models that make it easier for anyone to learn and develop their knowledge (Warsihna et al., 2021a; Warsihna et al., 2021b). Many activities can be done much easier and more meaningful with the use of these technologies. One of them is the use of audiobook media in learning.

Audiobook is a learning media that is used for students to explore the material being learned. Audiobook media is manifested in a sound recording designed as optimally as possible to produce a learning model that can be heard by anyone and under any conditions. Some of the benefits that students might get when using audiobooks include being an alternative media for students by listening to sound recordings of material in more flexible conditions, helping those who work to

be able to learn even in limited situations, and this audiobook can also be used for visually impaired students (Brauchli et al., 2020; Have & Pedersen, 2020; Srivastava et al., 2022).

Audiobooks have been proven to provide many benefits in the learning process, but in Indonesia, it is still uncommon for researchers to develop these media. Warsihna et al. (2021) tried to create audiobooks in the learning process in universities. The results of his research indicate that audiobooks have great urgency in supporting lecture activities in the context of distance learning. A study by Warsihna et al. (2021) succeeded in developing several audiobook materials for an Indonesian language learning course. However, information regarding the effectiveness of the use of audiobooks has not been carried out. Therefore, this study was conducted to determine the effectiveness of using audiobooks in open and distance learning.

2   METHODOLOGY

The design used in this study is descriptive quantitative. This design refers to an approach taken to identify descriptive data and provide a holistic interpretation according to the specified objectives (Ramdani et al., 2018). The use of this design is based on the assumption that researchers want to know how audiobooks are useful for respondents descriptively.

To get a complete picture of the research respondents, the researchers determined the characteristics of the research respondents as those who did distance learning. In this case, they get learning materials in the form of audiobooks developed by researchers. Respondents in this study were undergraduate students at several campuses that implemented distance learning. The taking of respondents is based on purposive sampling, where whomever they want to be a respondent and according to their characteristics, they are the research respondents (Ramdani et al., 2019). Those involved first fill out a willingness to become research respondents approved by the Research and Community Service Institute of Universitas Terbuka (LPPM-UT).

The instrument used in this study was a questionnaire with a Likert scale model developed by the researchers with reference to the theory of media effectiveness developed by Azar dan Nasiri (2014). The instrument consists of 3 aspects of media optimization, namely (1) media appearance and features, (2) utilization, and (3) materials and content provided. A total of 21 items measure the three aspects. The answer choices consist of strongly agree (score 4) to strongly disagree (score 1). For example, items of aspect 1, "the audiobook displays features that are easy to follow," aspect 2, "Audiobooks can be integrated with other learning media," and aspect 3, "The delivery of material in this audiobook is interesting and not boring."

The instrument used was tested first on 30 subjects to obtain objectivity from the measurements made. The test results show that the reliability of the scale used is 0.952 and the coefficient of difference for the 21 items used starts from a score of 0.6 to 0.8. These results indicate that the instrument used is psychometrically feasible (Creswell & Creswell, 2018). Meanwhile, to test the results of this descriptive study, researchers used the SPSS program with descriptive analysis.

3 FINDINGS AND DISCUSSION

The results showed that the response interest in participating in the study could be said to be quite high. A total of 145 respondents completed the research questionnaire according to the desired characteristics. To find out the distribution and other information about the respondents, the researchers present it in Table 1.

Table 1. Respondent Demography

	Category	Frequency	Percentage
Gender	Male	52	35.9%
	Female	93	64.1%
Age	20 – 30	71	49%
	31 – 40	7	4.8%
	41 – 50	7	4.8%
	51 – 60	1	0.7%
	under 20	59	40.7%
University origin	UT	27	18.6%
	Non-UT	118	81.4%
Study program type	Teacher Education	53	36.6%
	Non- Teacher Education	92	63.4%
Employment status	Employed	34	23.4%
	Unemployed	111	76.6%

Based on the data presented in Table 1 above, the demographic distribution of respondents in this study consists of gender, age, university origin, type of study program, and employment status. For gender, the research respondents were dominated by females as much as 64%, and the rest were male. In age data, there are two most common age categories, the age between 20-30 years and the age under 20 years. For university origin, most of the respondents who filled in the questionnaire were from campuses outside the Unversitas Terbuka, with a percentage of 81.4%.

In the data of the majors or study programs taken, most students were those from non-teaching programs, with as many as 92 people. The remaining 53 people were from teacher training programs. Meanwhile, for employment status data, those who do not work dominate the respondents, compared to students who work.

Next, the researchers identified to find out how many respondents considered that the audiobook could be used in the learning process. The results of respondents' satisfaction with the use of audiobooks are described in table 2. The categorization of satisfied or dissatisfied is based on the value obtained by each respondent, whether it is above average or below average.

Table 2. Respondents' Level of Satisfaction with the Effectiveness of Using Audiobooks.

	Category	Frequency	Percentage
Level of Respondent Satisfaction	Satisfied	78	54%
	Dissatisfied	67	36%
	Total	145	100%

Table 2 explains the position of respondents' satisfaction with the use of audiobooks in learning. By analyzing the average total score of the respondents, the categories were divided into two groups, namely satisfied and dissatisfied. The results showed that as many as 54% of respondents were satisfied with the use of audiobooks, while the remaining 36% expressed their dissatisfaction.

In the next analysis, the researchers did this by correlating each aspect of this study. The aim was to get more information about the usefulness of this audiobook. The results of the correlation can be seen in Table 3.

Table 3. Correlation between Aspects of Effectiveness of Using Audiobooks.

	Aspect 1	Aspect 2	Aspect 3
Aspect 1	1	0.843"	0.812"
Aspect 2	0.843"	1	0.786"
Aspect 3	0.812"	0.786"	1

Table 3 Notes. Aspect 1 (Audiobook Appearance and Features), Aspect 2 (Audiobook Usefulness), and Aspect 3 (Audiobook Material and Content).

If you look at Table 3, it can be illustrated that every aspect tested is strongly and significantly correlated. It is indicated by the correlation coefficient value of more than 0.3, and the correlation between the variables is also significant. It means that when one aspect increases, the other aspects also increase, and vice versa.

The results of the study, in general, provide quite in-depth information in explaining the effectiveness of audiobooks in learning. The researchers discussed first from the point of view of respondents' satisfaction with existing effectiveness. The final result mapped that the majority of respondents were satisfied with the existence of the audiobook developed by the researchers. From the current scores, almost 54% agree that audiobooks are very effective in supporting the learning process. It complies with previous researchers' statements about audiobooks' urgency and effectiveness in learning (Anwas, 2015; Ayunda, 2015; Camalia & Susanto, 2016).

The effectiveness of using audiobooks can be seen from the aspects contained in the audiobook. In line with the correlation results from the tested aspects, each aspect in the audiobook has a significant correlation in its use. The most powerful aspect of using audiobooks is the relationship between appearance and usability. Respondents considered that the more attractive and functional the appearance or feature of the audiobook would increase the usefulness of the existing audiobook. In addition, audiobooks are also considered to have material or content that is sufficiently understood so that this supports the learning process.

The effectiveness of using audiobooks is, of course, a crucial issue in this study. With limited research on audiobooks, it becomes a point of urgency for this study because it directly provides examples of audiobook media usage. In Indonesia, there are still very few studies that provide direct models of audiobooks. Future studies should further explore how the use of this audiobook can be used for all people, especially for those who have visual impairments. Studies exclusively for the visually impaired will further magnify the urgency of this audiobook.

4 CONCLUSION

The results of the study on the effectiveness of the use of audiobooks show quite significant information in the development of the audiobook itself. This descriptive study concluded that the presence of the audiobook developed by the researcher was effective enough to be used for the learning process. Respondents consider that the things that audiobooks currently have are deemed satisfactory and can be a reference for education to provide learning materials. Audiobooks are regarded as credible in terms of the instruments themselves and have indicators that can be

accounted for. However, for future research to be even better, it is vital to explore what makes a small number of respondents feel dissatisfied qualitatively with the existence of this audiobook.

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