

Audiobook Media with Ecological Literacy Content (Initial Study and Introduction for Strengthening Multiliteracy for Indonesian Language Education Students)

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Abstract. Literacy is an interesting object of study to be explored and studied in depth. One of the skills or literacy that Indonesian Language Education students must have is ecological literacy. Ecological literacy is a global issue that must be understood and understood by students. To obtain strengthening and understanding of ecological literacy independently and appropriately, and in accordance with the social and cognitive development of students, the right media is needed. The right media for ecological literacy is audiobook media. Audiobook media is a solution to strengthen multiliteracy for students. This article uses qualitative research. The objectives of this article are (1) to find out the right media in learning language skills for Indonesian language students, (2) to find out the right audiobook media to strengthen students' ecological literacy and (3) ecological literacy as part of the introduction of multiliteracy for Indonesian Language and Literature Education students.

Keywords: media, audiobook, ecological literacy, multiliteracy.

1 Introduction

The curriculum in the Indonesian Language and Literature Education study program must bring up four language skills. These language skills include receptive and productive skills. Receptive language skills are listening and reading skills. While productive skills are speaking and writing skills. These four skills must be present in the course by using media in line with the development of science and technology. This media will help students understand and accelerate mastery of the four language skills in the Indonesian Language and Literature Education study program. So far, lecturers feel that they have not found the right media to help them master the four language skills.

The unrest of lecturers in the Indonesian Language and Literature Education study program in conveying mastery of the four language skills must be well resolved. The unrest is due to the fact that the results of this course are not in accordance with the profile or SLO and CPMK of

the course set by the study program which refers to the SLO and CPMK set by the association of Indonesian Language and Literature Education study programs (Suwandi, et al (2016) [1]. Listening, speaking, writing, and reading skills courses still use media, strategies, approaches, methods and learning models that are not in accordance with the development of science and technology, as well as issues raised by the state, and state institutions related to society and binoculars in the future. Not in accordance with user and government directives relating to the application of technology in learning. The government is promoting the use of technology in learning with TPACK (Technological Pedagogical Content Knowledge).

With the analysis that has been done, it still does not use media that follows technological developments in learning, namely TPACK (Technological Pedagogical Content Knowledge). This is corroborated by Wuryaningtyas and Yuliana (2020)[2] stating that TPACK is needed for the development and learning of Indonesian in schools. So both in schools and universities must use TPACK in learning activities. The government has launched the use of learning media by utilizing technological developments. The utilization of this technology must pay attention to the needs and dynamics as well as global, regional and local issues that develop in society. Currently, the issues that exist and are close to students are environmental issues. Issues about the environment are very interesting, because students are expected to care and be sensitive to the surrounding environment. Issues or materials about the environment become an integral part and can help students in forming a culture of environmental love. With a culture of environmental love, it will form students who have good ecological literacy.

Environmental problems are one of the urgent problems to overcome considering that these environmental problems create inequality in society. One of the preventive efforts to overcome the inequality of understanding of the environment is through learning that fosters awareness of the importance of the environment. Ecological literacy describes awareness of the importance of the environment. The level of ecoliteracy is an achievement where someone who is very aware of the importance of the environment, the importance of maintaining and caring for the earth, ecosystems, nature as a place to live and develop life.

So there must be a good collaboration between learning media and an understanding of environmental literacy. With this collaboration, it is hoped that learning media will emerge that has ecological literacy content. Media and ecological literacy must be the main study material in learning in the Indonesian Language and Literature Education Study Program. One of the learning media that is in accordance with the development of science and technology is Auidobook media. Audiobook media that has ecological literacy content can help students understand ecological literacy by using media that is in accordance with the development of science and technology. Media with ecological literacy content helps students to strengthen their understanding related to multi-literacy, one of which is ecological literacy. This is in line with several studies related to media, ecological literacy, and its utilization and application in the world of education both at the secondary school level to universities. All levels in the world of education are very concerned with media and ecological literacy. The research was conducted by Istiana (2020[3]), Winiati (2021)[4], Tyas, et al (2021)[5], Rabbiany (2022)[6], Runawan (2017)[7], Napitupulu, et al (2022)[8], Wijaya (2021)[9], Setiawan and Aswin Nur Saputra (2022[10]), and Riyadi, et al (2017)[11]. The research that has been done focuses on how important ecological literacy is for high school to college students. The understanding of ecological literacy is carried out with various approaches, methods and media to provide sufficient information to students and college students. Understanding ecological literacy must be understood and understood by students from various levels of education to students in higher

education. Learning materials at all levels should have ecological literacy content to improve and understand students and students about multiliteracy understanding.

Ecological literacy is an important part of multiliteracy activities, and students must have ecological literacy skills. Ecological literacy according to McBride & Borrie (in Riyadi 2017)[12] that ecological literacy has a scientific role to increase knowledge and logical thinking in identifying the causes of the effects of relationships in the environmental social system, used to support decision making. This is in line with Riyadi, according to Setiawan and Aswin (2022)[12] ecological literacy is important to introduce in 21st century literacy given the increasing environmental and ecological damage and the low awareness and concern for technology. So based on these observations, ecological literacy related to nature, ecosystems and the environment needs to be informed to students through learning activities in the four language skills course.

Previous research found that ecological literacy has not been deeply understood by students and college students. With a lack of understanding, ecological literacy in education units and universities does not get a sufficient portion in the delivery of students and students. Research or articles that have been published still dwell on simple media (such as written texts), conventional learning methods and strategies, still dwell on understanding for high school students, not yet massively to students. So there needs to be an introduction among students and universities about ecological literacy by utilizing learning media in accordance with TPACK (Technological Pedagogical Content Knowledge).

This article presents the importance of using media in accordance with TPACK (Technological Pedagogical Content Knowledge), namely with Audiobook media with ecological literacy for students in higher education, especially in the Indonesian Language and Literature Education Study Program. This media is used to strengthen understanding of ecology-based literacy by utilizing Audiobook media. It is hoped that by using media and ecological literacy muata students can be more concerned about the environment and have a sense of love to protect and preserve the environment around.

Utilization of learning media by using audiobook media in learning language skills. Audiobook media becomes interesting to use in learning activities. This is reinforced by the opinion of Anwas (2014: 55)[13] is a form of recorded media in reading the contents of the book. The substance of the audiobook is exactly the same as that in the textbook. Audiobooks can also contain scientific textbooks, fiction books, or other types of books. Audiobook is a type of audio media that only relies on the sense of hearing. In line with this opinion Rubery (2011)[14] Audiobook is a recording of book text or other written material that is read by a person or group of speakers. So Audiobook can be accessed easily, can be through Gadgets, and computers/laptops. So that this media is very interesting and can be applied to students in lecture activities in college.

The research conducted is very important, if it is not carried out then the community, especially students, will not know that an understanding of ecological literacy has an important role and function in character building and social care related to the environment. This research will have a positive impact on increasing student multiliteracy, especially those related to ecological literacy to support student mastery of multi-literacy. In addition, by utilizing Audiobook media, it is hoped that students can take advantage of technological developments in accordance with current times and generations. To achieve TPACK (Technological Pedagogical Content Knowledge) based learning.

Based on this background, this article has problem formulations (1) Is Audiobook media the right media in learning four language skills (listening, speaking, writing and reading)? (2) how is the initial understanding of students related to Audiobooks containing ecological literacy as a basis for strengthening ecological-based multiliteracy by utilizing TPACK-based technology (Technological Pedagogical Content Knowledge) in Indonesian Language and Literature Education students and (3) how is ecological literacy as part of the introduction of multiliteracy for Indonesian Language and Literature Education students? The purpose of this article is (1) to describe that Audiobook media is an appropriate media in learning the four language skills; (2) to describe students' initial understanding of Audiobooks with ecological literacy as a basis for strengthening ecological literacy based on TPACK (Technological Pedagogical Content Knowledge) in Indonesian Language and Literature Education students. The benefits of this article are to add good and interesting learning media in accordance with TPACK (Technological Pedagogical Content Knowledge) for four language skills in the Indonesian Language and Literature Education Study Program. As well as good media with ecological literacy content to strengthen the mastery and understanding of Indonesian Language and Literature Education students about multiliteracy that students must master in the 21st century..

2 Research Methods

This research article uses qualitative descriptive research methods. The meaning of this research includes a type of qualitative research. Ghony [15] argues that qualitative research is a type of research that produces findings that cannot be achieved using statistical procedures or by quantification methods. The data in this article are the results of observations, discussions, interviews with students and lecturers of Indonesian language and literature education who teach listening, speaking, writing, and reading courses. The data sources of this article are lecturers and students of Indonesian language and literature education at FKIP Pekalongan University. The data analysis technique used in this article uses descriptive-qualitative techniques. Djajasudarma [16] explains that the descriptive method is to present data in the form of words or descriptions so that it is easy to understand and conclude, and the data collected may come from notes, or manuscripts. The data is described according to its original characteristics and the data is organized in writing linguistically. Moleong [17] states that the qualitative method is a procedure in a study that produces descriptive data where the data obtained is in the form of written or spoken words from people and observed behavior.

3 Result and Discussion

Lectures and learning activities involving students and lecturers require interesting media. In language skills learning activities (writing, speaking, listening and reading) requires appropriate media and in accordance with the characteristics and ultimate goal of language skills learning. The media must be able to meet the needs and characteristics of the language skills taught. Audiobook media is the right media for learning language skills because Audiobook media has advantages for recording activities, then can play back. So this media is appropriate in learning activities in the four language skills.

Reading skills, require media that can record when students read. Audiobook media can do recording activities well. Students can do it independently and adapted to the reading interests of students, so that students can determine the type and level of difficulty of the text they

read. Audiobook media provides an alternative media choice that is appropriate in reading activities. Audiobook media can store or record well the process or independent activities that students have done when they do reading activities. This media makes students more independent, and organize according to their wishes to be able to carry out the process of recording activities or reading skills.

Speaking skills, if in general measuring or knowing the speaking skills of lecturers must deal directly with students, with this Audiobook media, students can carry out skills recording activities or speaking skills independently. By doing recording activities independently, it helps students to be more confident in honing and improving their speaking skills. This audiobook media provides alternative media in speaking skills lecture activities.

Listening skills, this skill is included in receptive skills. Speaking and reading activities or skills that have been recorded on Audiobook media can be utilized by students for listening activities. So, they can utilize the material they read to hone their skills and improve their ability to listen. In addition, with speaking activities that students record in Audiobook, they can also carry out listening activities with material recorded material or students' speaking abilities that have been recorded in Audiobook media. Thus there is synergy and symbiosis between one language skill and another language skill.

Writing skills, this Audiobook media can inspire and stimulate students to carry out writing activities. With the use of Audiobook media in reading, speaking and listening activities or skills can inspire and stimulate students to carry out writing activities or skills. With the material that already exists in audiobooks, students can write according to the themes they record in the audiobooks they already have.

Based on this explanation, it can be seen that the language skills of listening, reading, speaking and writing can utilize audiobook media to synergize in learning activities. This media has many advantages, besides that this media can be utilized independently by students to develop and improve their language skills.

Media and learning strategies that are interesting and keep up with the times are the demands and obligations that lecturers must master and have in developing their mandate as educators. By utilizing and using the right strategies and media, it is hoped that the classroom atmosphere will become more interesting, finally students will be enthusiastic about attending lectures in class. Learning media that always follows the development of science and technology, as well as issues raised by the state, and state institutions related to society and binoculars in the future. The government is promoting the use of technology in learning with TPACK (Technological Pedagogical Content Knowledge). The government has launched the use of learning media by utilizing technological developments. The use of this technology must pay attention to the needs and dynamics as well as global, regional and local issues that develop in society. Currently, the issue that exists and is close to students is environmental issues.

The use of media in accordance with TPACK (Technological Pedagogical Content Knowledge), one of which is with Audiobook media with ecological literacy for students in higher education, especially in the Indonesian Language and Literature Education Study Program. This media is used to strengthen understanding of ecology-based literacy by utilizing Audiobook media. It is hoped that by using media and ecological literacy muata students can be more concerned about the environment and have a sense of love to protect and preserve the environment around. Audiobook media containing ecological literacy can be used as learning media in language skills courses. So that the ability of students to increase. Ecological literacy can provide

additional knowledge and experience for students to be more concerned and sensitive to environmental issues around them. This audiobook media containing ecological literacy invites students to use materials and activities in lectures to have an interest or discussion about nature and environmental conservation.

The development of dynamics and issues about the environment is interesting to be used as a study material in every lecture activity. One part and obligation of lecturers and students is to understand and care about the environment. Issues or materials about the environment become an integral part and can help students in forming a culture of environmental love. With a culture of environmental love, it will form students who have good ecological literacy.

Problems about nature and the environment are becoming a hot issue. So it must be integrated in learning activities or lectures in higher education. So literacy related to the environment or ecological literacy must be instilled in the younger generation, in this case students. Ecological literacy describes awareness of the importance of the environment. The level of ecoliteracy is an achievement where someone who is very aware of the importance of the environment, the importance of protecting and caring for the earth, ecosystems, nature as a place to live and develop life.

So multiliteracy is an important part and must be mastered and understood by Indonesian Language and Literature Education students through learning activities in language skills (reading, writing, speaking and listening). One part of multiliteracy besides technological literacy is students' understanding of environmental or ecological literacy. Environmental literacy will bring students to realize that nature, the environment, and the ecosystem around them are part of ecological literacy. Thus, ecological literacy is an inseparable part of the understanding of multiliteracy that must be understood and mastered by students

4 Conclusion

Based on the results of the analysis that has been presented, the conclusion in this article is that students have an initial understanding that Audiobook media containing ecological literacy is needed in classroom learning activities. Because with the Audiobook media, TPACK (Technological Pedagogical Content Knowledge) based learning has been realized. In addition to using media that is in accordance with the times and technology, the integration of ecological literacy content in Audiobook media can increase knowledge, experience and love for the environment, so it is hoped that ecological literacy or concern for the surrounding environment can be formed. With Audiobook media with ecological literacy applied to students, it can form students who have environmental insights to support the skills of students who have an understanding and mastery of multiliteracy. Audiobook media with ecological literacy content is appropriate and suitable to be applied by lecturers who teach four language skills, namely listening, speaking, writing and reading. So, this media is suitable and appropriate to be developed and applied in learning activities in higher education to realize multiliterate students with mastery of technology in accordance with the challenges of the 21st century.

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