

**ABSTRAK**

**EFEKTIVITAS MEDIA PEMBELAJARAN AUDIO TERHADAP  
KEPUASAN BELAJAR SEJARAH SISWA TUNANETRA TINGKAT SMA  
DI SLB-A BINA INSANI BANDAR LAMPUNG TAHUN AJARAN  
2024/2025**

**Oleh**  
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Penelitian ini bertujuan menganalisis efektivitas media pembelajaran audio terhadap kepuasan belajar sejarah siswa tunanetra tingkat SMA. Media yang sesuai dengan karakteristik siswa tunanetra menjadi dasar penelitian ini, mengingat siswa tunanetra sangat bergantung pada indera pendengaran dalam menerima dan memproses berbagai informasi pembelajaran sehari-hari. Observasi awal menunjukkan bahwa guru telah menggunakan media audio dari platform YouTube dan Spotify sebagai sumber belajar utama di dalam kelas, namun efektivitasnya terhadap kepuasan belajar siswa belum pernah diteliti secara lebih mendalam dan sistematis di lapangan.

Penelitian menggunakan metode kuantitatif dengan pendekatan pra-eksperimental (one-shot case study) yang melibatkan delapan siswa tunanetra tingkat SMA melalui teknik sampling jenuh. Instrumen penelitian berupa angket kepuasan belajar dengan 24 butir pernyataan valid yang disusun berdasarkan tujuh indikator kepuasan belajar menurut Schunk (2012): perasaan pencapaian, peningkatan self-efficacy, pengalaman belajar positif, pemahaman materi dan relevansi, penguatan motivasi intrinsik, feedback dan penguatan positif, serta efisiensi waktu dan usaha. Data selanjutnya dianalisis menggunakan teknik deskriptif kuantitatif untuk menggambarkan tingkat kepuasan belajar siswa secara menyeluruh dan komprehensif.

Hasil penelitian menunjukkan rata-rata skor kepuasan belajar siswa sebesar 105,25 dari skor maksimal 120 (87,71%), dengan kategori sangat puas. Seluruh siswa (100%) berada dalam kategori sangat puas. Analisis per indikator menunjukkan bahwa efisiensi waktu dan usaha memperoleh skor tertinggi (95,00%), sedangkan peningkatan self-efficacy memperoleh skor terendah namun tetap berada dalam kategori sangat puas (85,00%). Media pembelajaran audio terbukti sangat efektif bagi siswa tunanetra karena sesuai dengan karakteristik belajar auditorial mereka, memberikan kemudahan akses dan fleksibilitas dalam kegiatan belajar, serta mampu meningkatkan motivasi intrinsik siswa secara signifikan dan berkelanjutan.

**Kata Kunci:** Media Audio, Kepuasan Belajar, Siswa Tunanetra, Pembelajaran Inklusif.

## **ABSTRACT**

### ***THE EFFECTIVENESS OF AUDIO LEARNING MEDIA ON THE LEARNING SATISFACTION IN HISTORY SUBJECT AMONG VISUALLY IMPAIRED SENIOR HIGH SCHOOL STUDENTS AT SLB-A BINA INSANI BANDAR LAMPUNG IN THE ACADEMIC YEAR 2024/2025***

**By**

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*This study aimed to analyze the effectiveness of audio learning media on the learning satisfaction of visually impaired senior high school students in the history subject. The rationale stems from the critical importance of selecting learning media well-aligned with the characteristics of visually impaired students, who predominantly depend on auditory perception as their primary information-processing channel in daily learning. Initial observations revealed that educators had integrated audio media from YouTube and Spotify into their classroom lessons; nevertheless, its effectiveness on student learning satisfaction required empirical investigation.*

*A quantitative methodology employing a pre-experimental one-shot case study design was used, with eight visually impaired senior high school students selected through saturated sampling. The research instrument comprised a learning satisfaction questionnaire containing 24 validated items based on seven indicators proposed by Schunk (2012): sense of accomplishment, enhanced self-efficacy, positive learning experience, material comprehension and relevance, reinforcement of intrinsic motivation, feedback and positive reinforcement, and time-effort efficiency. Data were subsequently analyzed through descriptive quantitative techniques to describe student satisfaction levels comprehensively.*

*Findings showed that the mean learning satisfaction score reached 105.25 out of 120 (87.71%), categorized as Very Satisfied. All students (100%) fell within the very satisfied category. Per-indicator analysis revealed that time-effort efficiency yielded the highest score (95.00%), while self-efficacy enhancement recorded the lowest yet remained within the very satisfied category (85.00%). These findings confirm that audio learning media is highly effective for visually impaired students, attributed to its congruence with their auditory learning characteristics, accessibility, flexibility, and capacity to enhance intrinsic motivation.*

*Keywords: Audio Media, Learning Satisfaction, Visually Impaired Students, Inclusive Education.*