



ASEAN Journal of Educational Research and Technology



Journal homepage: <https://ejournal.bumipublikasinusantara.id/index.php/ajert>

A Synectic Approach to Listening Learning: Integrating Local Culture and Audiovisual Technology in Indonesian Language Education

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ABSTRACT

This study aims to develop a learning model for listening skills that integrates a synthetic approach, local cultural content, and audiovisual technology in Indonesian language education. Employing a Research and Development (R&D) design with the ADDIE framework (Analysis, Design, Development, Implementation, and Evaluation), data were collected through surveys, interviews, observations, and expert evaluations, and analyzed using both qualitative and quantitative methods. The findings indicate that integrating local cultural content with audiovisual technology not only enhances students' listening skills but also increases their motivation and active participation. By presenting learning material that is culturally relevant, engaging, and interactive, students become more interested, involved, and motivated throughout the learning process. Further research is recommended to examine the feasibility of this model across diverse educational contexts and to develop more comprehensive assessment tools that can better capture improvements in listening skills and student engagement.

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ARTICLE INFO

Article History:

Submitted/Received 09 Jul 2025

First Revised 26 Aug 2025

Accepted 04 Oct 2025

First Available online 05 Oct 2025

Publication Date 01 Dec 2025

Keyword:

Synectic approach,
Listening skills,
Instructional model development,
Audiovisual technology,
Local culture.

1. INTRODUCTION

In the context of Indonesian language education, developing effective listening skills is a crucial aspect of language acquisition. As a fundamental communication ability, listening plays a central role in helping students comprehend and interact with spoken language. However, traditional teaching methods often fail to fully engage learners, leaving gaps in their listening comprehension. To overcome these challenges, innovative strategies are needed. One promising approach is the synectic method, which encourages students to connect seemingly unrelated ideas to build new perspectives and a deeper understanding. When combined with local cultural content and supported by audiovisual technology, this approach can create a more engaging, relevant, and meaningful learning experience for students.

The main challenge in developing students' listening skills today is the absence of creative and culturally relevant teaching models that can foster active participation. Traditional approaches often treat listening as a passive activity, where students merely receive information without meaningful engagement with the content. Such passive learning reduces motivation and slows the development of critical listening abilities (Bourdeaud'hui et al., 2021). In addition, listening comprehension tasks are frequently disconnected from real-life contexts, making it difficult for students to relate the material to their personal experiences (particularly in diverse, multicultural settings) (Utami et al., 2025). This gap between theoretical instruction and practical application of language ultimately results in low language proficiency, which in turn creates challenges for students both academically and socially.

Another significant challenge is the limited integration of local culture in language teaching. Since language learning is closely tied to cultural understanding, the absence of local cultural elements in many curricula restricts students' ability to grasp linguistic nuances and communicate effectively (Fenuku, 2024). At the same time, despite rapid technological advancements, many classrooms continue to depend on outdated teaching tools. Research indicates that the use of audiovisual technology can increase student engagement and improve listening comprehension (Daulay, 2025). Yet, its potential remains underutilized in many educational settings, resulting in missed opportunities to enrich the listening experience (Nicolaou et al., 2019).

Existing studies emphasize the importance of incorporating both cultural content and technology into language learning. Integrating local cultural elements has been shown to raise student motivation and engagement (Ratri et al., 2024), while audiovisual media effectively enhance listening comprehension, retention, and depth of understanding (Pham, 2021). However, most research has examined these factors cultural context, audiovisual tools, or listening strategies independently rather than in combination. Consequently, there is still limited exploration of how these components can be integrated into a single, cohesive teaching model (Khumora, 2024). This gap offers a valuable opportunity to develop a comprehensive framework that simultaneously addresses students' linguistic and cultural needs (Akintayo et al., 2024).

The novelty of this research lies in its integration of the synectic approach with local cultural content and audiovisual technology in listening instruction. The synectic method encourages students to make connections between seemingly unrelated ideas, thereby stimulating creative thinking and fostering new perspectives in language learning. At the same time, audiovisual technology offers a multisensory learning experience that strengthens both linguistic and cultural understanding, making it a vital component of the proposed model.

This study seeks to bridge the gap between theory and practice in language teaching. Although prior research has emphasized the role of cultural context and technology in

language education, limited attention has been given to how these elements can be combined within a cohesive and effective framework for listening instruction. By developing a model that blends cultural content, audiovisual media, and synectic thinking, this research aims to create a more dynamic and engaging learning experience (Bidarra *et al.*, 2017). Ultimately, the proposed model is expected to improve students' listening comprehension while simultaneously deepening their appreciation of the cultural dimensions of the target language.

By integrating local culture, audiovisual technology, and the synectic approach, this research introduces a fresh perspective on teaching listening in Indonesian language education. The proposed model is expected to strengthen students' listening comprehension, enrich their cultural awareness, and ultimately foster more effective learning outcomes (Abdushukurova, 2024). Such an integrated framework also has the potential to boost student motivation and engagement, equipping learners to navigate the complexities of communication in both local and global contexts (Houston & Langge, 2018).

The combination of the synectic method with cultural content and audiovisual media offers a novel response to persistent challenges in listening instruction. This study seeks to develop an innovative and contextually relevant teaching model that not only engages students more actively but also promotes deeper learning. By addressing gaps in current practice, the research contributes to preparing learners who are both linguistically skilled and culturally competent. Concretely, this study aims to design and produce a listening instruction model that integrates synectic strategies, local cultural elements, and audiovisual media within Indonesian language education.

This research was conducted to design and produce an innovative listening skills learning model that is relevant to the current needs of Indonesian language education. The proposed model integrates the synectic approach (a creative learning strategy that encourages students to think analogically and establish new connections in the process of understanding information) with local cultural content as a source of material. In this way, the model not only develops language proficiency but also fosters an appreciation of regional cultural wisdom and values. In addition, the use of audiovisual technology provides engaging and interactive learning media that promote active student participation.

The novelty of this research lies in three key aspects. First, it introduces a listening skills learning model that combines the synectic approach with local cultural content, an integration that has rarely been explored in the context of Indonesian language education. This combination ensures that learning materials are both meaningful and closely connected to students' everyday experiences. Second, the study incorporates audiovisual technology into the instructional process, creating interactive media that enhance engagement and strengthen listening comprehension. Third, by merging the synectic approach, local cultural elements, and audiovisual tools into a single framework, the research produces a comprehensive model capable of improving listening skills, cultivating cultural awareness, and increasing learning motivation simultaneously. These contributions highlight the originality of this study and position it as a novel step in advancing Indonesian language education.

2. LITERATURE REVIEW

The synectic approach originates from the concept of synectics, introduced as a creative method designed to stimulate thought through analogy and metaphor. At its core, synectics emphasizes the combination of seemingly unrelated elements to generate new ideas (making

the strange familiar and the familiar strange). It is a creative problem-solving process that integrates various experiences, emotions, and ideas to develop innovative solutions.

In the educational context, the synectic approach is positioned as a learning model that fosters creative and divergent thinking, enabling students to generate original ideas through the use of personal analogy, direct analogy, and symbolic analogy exercises (Komaria & Wicaksono, 2015). By engaging with these processes, students are encouraged to think beyond conventional boundaries and approach problems from multiple perspectives. The synectic process typically follows several stages (Isaksen & Treffinger, 2004):

- (i) Problem Description. Students are presented with real problems or challenging situations.
- (ii) Direct Analogy Participants. They look for comparisons with other similar objects or phenomena to find new perspectives.
- (iii) Personal Analogy Participants. They try to 'become' part of the problem (for example, imagining themselves as a particular object or concept).
- (iv) Symbolic Participants. They create symbols, metaphors, or poetic statements that represent the core of the problem.
- (v) Return to Reality. The ideas obtained are then evaluated and linked back to the real problem.
- (vi) The main principles of this approach are freedom of thought, acceptance of unusual ideas, and encouragement to express associations that may be considered 'strange' as a source of creativity.

Various studies have shown that the synectic approach can be applied across different areas of education. In language and literature learning, for example, synectics encourages students to write creatively by employing metaphors and symbols (Nambiar, 2010). This method provides learners with opportunities to express ideas in unique ways, fostering originality and promoting deeper engagement with the material. In addition, synectics has been found effective in stimulating innovative design ideas, as it emphasizes the connection between sensory experiences and imagination (Brophy, 2001). By linking concrete sensations with abstract thinking, students are guided to develop fresh perspectives and generate creative solutions that may not emerge through conventional approaches.

The application of synectics in science education has also demonstrated significant benefits. This approach allows students to identify new relationships between scientific concepts that may initially appear unrelated (Komaria & Wicaksono, 2015). Research conducted at the secondary school level further shows that the synectic method can enhance students' creative thinking skills by up to 30% compared to conventional teaching approaches (Rahmawati & Supriyadi, 2019). In the context of language learning, listening is a fundamental receptive skill that forms the basis for the development of other communication abilities such as speaking, reading, and writing. Listening involves more than simply perceiving sounds; it requires paying close attention to spoken symbols, understanding, appreciating, and interpreting them to extract meaning and information. This process demands active mental engagement, where learners not only hear but also focus on comprehending the intended message conveyed through spoken language.

In the context of language learning, listening skills involve more than the mere recognition of sounds. Learners are required to process meaning, interpret context, and respond appropriately to the information they receive (Boling, 2014). The effectiveness of listening activities is shaped by a combination of linguistic, cognitive, and affective factors, such as speech rate, vocabulary mastery, motivation, and background knowledge (Gilakjani &

[Ahmadi, 2011](#)). These elements interact dynamically to determine how well a listener can comprehend and interpret spoken language.

Some researchers emphasize the importance of using authentic materials and interactive activities (such as listening tasks, discussions, and language games) to effectively develop listening skills. Research further shows that listening instruction designed with a communicative, context-based approach and supported by audiovisual media can significantly enhance students' comprehension. In this way, listening activities not only contribute to language mastery but also foster critical thinking, problem-solving, and social interaction skills.

Audiovisual media, defined as instructional technology that combines sound (audio) and images (visual) to present information more clearly and meaningfully, play a vital role in this process ([Maemunah et al., 2021](#)). By stimulating multiple senses simultaneously, audiovisual media optimize information reception and improve students' ability to retain material. This is supported by the Cognitive Theory of Multimedia Learning, which asserts that the combination of words and images enhances comprehension by enabling the brain to process information both verbally and visually at the same time ([Mayer & Sims, 1994](#)).

In practice, audiovisual media can take various forms, including educational videos, animations, films, and multimedia-based presentations ([Satriya & Fahyuni, 2023](#)). Research has shown that the use of audiovisual media can increase learning motivation, student participation, and overall learning outcomes, particularly when combined with active learning methods ([Azhar, 2020](#)). With its capacity to present material in a concrete and engaging manner, audiovisual media is highly relevant for 21st-century learning, which emphasizes creativity, collaboration, and the integration of technology.

Audio-visual media offers significant advantages in supporting the learning process, as it integrates sound and visuals to deliver information in a more engaging, clear, and meaningful manner. The simultaneous involvement of two senses (hearing and sight) can enhance students' comprehension, memory, and interest in learning ([Obaid, 2013](#)). Similarly, audio-visual media enable complex or abstract concepts to be presented in a more concrete and accessible way through animations, videos, and realistic illustrations ([Maemunah et al., 2021](#)).

In line with the Cognitive Theory of Multimedia Learning, the combination of words and images enables simultaneous verbal and visual information processing, thereby enhancing knowledge retention and transfer ([Mayer & Sims, 1994](#)). The use of audio-visual media not only increases students' learning motivation but also fosters active engagement in the learning process. Given its capacity to deliver contextual, interactive, and engaging content, audio-visual media serves as an effective tool to support 21st-century learning, which emphasizes creativity, collaboration, and the integration of technology.

Despite its many advantages, audio-visual media also present several challenges in their application within learning environments. If not properly designed, it may lead to cognitive overload due to the delivery of information that is overly complex or excessive, thereby reducing learning effectiveness ([Mayer & Sims, 1994](#)). Moreover, teachers and facilitators are required to possess adequate technical skills to operate audio-visual media, which often necessitates special training and additional preparation time ([Satriya & Fahyuni, 2023](#)). Therefore, while audio-visual media hold great potential for enhancing the quality of learning, their use must be carefully planned by considering resource availability, technological readiness, and user competence to ensure optimal learning outcomes.

3. METHODS

This study adopts a Research and Development (R&D) design aimed at creating an instructional model to enhance listening skills. As an R&D approach, it emphasizes the systematic development, testing, and refinement of products, models, or strategies. R&D is defined as a research method that is carefully planned to discover, formulate, improve, develop, and test the effectiveness of products, models, strategies, or procedures in a more efficient, productive, and meaningful manner. The R&D design follows an iterative process, in which a prototype is continuously designed, evaluated, and refined to ensure its effectiveness.

The instructional model developed in this study integrates the synectic approach, local cultural content, and audiovisual media, specifically targeting the enhancement of listening skills in Indonesian language education. The development process utilizes the ADDIE framework (Analyze, Design, Develop, Implement, and Evaluate), which provides a structured yet flexible approach for designing and refining instructional models (Abuhassna et al., 2024). The iterative nature of the ADDIE model allows for adjustments and improvements at each stage, ensuring that the final model is both practical and relevant for the target learners. The steps in this study include needs analysis, instructional model design, prototype material development, implementation, and evaluation.

3.1. Data Collection Techniques and Instruments

This study employs a mixed-methods approach, combining both qualitative and quantitative techniques for data collection. Data will be gathered through surveys, interviews, classroom observations, and expert evaluations to obtain comprehensive insights into the effectiveness of the developed instructional model.

- (i) **Surveys:** Surveys will be administered to both students and instructors to gather insights into their needs, preferences, and challenges related to listening instruction. The surveys will explore participants' current experiences with listening comprehension, the incorporation of local cultural content in language learning, and their perceptions regarding the use of audiovisual technology in the classroom.
- (ii) **Interviews:** In-depth interviews will be conducted with selected instructors and experts in language education to examine their perspectives on integrating local cultural content and audiovisual media into listening instruction. These interviews will provide rich qualitative data to inform and guide the design and development of the instructional model.
- (iii) **Observations:** Classroom observations will be carried out to assess the practical implementation of the developed listening model. These observations will focus on student engagement with the instructional materials and evaluate how effectively the model facilitates the development of listening skills.
- (iv) **Expert Evaluation:** A panel of experts in language education, multimedia design, and cultural studies will evaluate the proposed instructional model and its components, including the instructional materials, media, and overall design. This evaluation will be conducted through a Focus Group Discussion (FGD), during which experts will provide feedback on the quality, practicality, and feasibility of the model.

The study will utilize several instruments, including surveys with Likert-scale questions, interview guides, observation checklists, and expert evaluation rubrics. Before their implementation, all instruments will undergo validation to ensure both content accuracy and reliability.

3.2. Data Analysis Techniques

Data analysis will be conducted using both qualitative and quantitative approaches.

- (i) Qualitative Analysis: Qualitative data collected from interviews, expert evaluations, and classroom observations will be analyzed using thematic analysis. This approach will allow the identification of recurring patterns, ideas, and themes concerning the effectiveness of the developed model in enhancing listening skills, the integration of local cultural content, and the use of audiovisual media. The data will be systematically coded and categorized to provide a comprehensive understanding of participants' experiences and perceptions.
- (ii) Quantitative Analysis: Quantitative data collected from surveys will be analyzed using descriptive statistics to examine the frequency and distribution of responses, providing insight into students' and instructors' attitudes toward the model's components. In addition, inferential statistics, such as t-tests or ANOVA, will be applied to determine significant differences between pre- and post-test scores of students' listening comprehension, thereby assessing the effectiveness of the developed model.
- (iii) Evaluation of Effectiveness: The effectiveness of the model will be evaluated through a combination of formative and summative assessments. Formative evaluations will be carried out during the development stages, emphasizing feedback from experts and results from pilot testing. Summative evaluations will focus on the model's final implementation, assessing its impact on students' listening comprehension and engagement. Both qualitative feedback and quantitative measures will be utilized to provide a comprehensive evaluation of the model's success.

By applying these data collection and analysis methods, the study will offer a comprehensive evaluation of the developed listening model, examining its practicality and effectiveness in enhancing listening skills, with particular emphasis on the integration of local cultural content and audiovisual media into the learning process.

4. RESULTS AND DISCUSSION

4.1. Initial Product Development

Data collected from in-depth interviews with three lecturers teaching listening courses in the Indonesian Language Education Program at three different universities, along with results from a student survey, indicate that current instructional models and teaching tools remain largely conventional, with limited incorporation of innovative approaches. The interviews and survey responses highlight both the strengths and weaknesses of the methods and resources currently used in teaching listening comprehension skills.

According to the responses from the lecturers (Respondent 1, Respondent 2, and Respondent 3), the traditional lecture-based approach remains the predominant method for teaching listening comprehension. Typically, lecturers begin by explaining the listening material, followed by playing an audio recording, after which students answer questions based on what they have heard.

Respondent 1 stated:

"I still use the lecture model. So usually, I explain the listening material first, then I play an audio recording, and the students are asked to listen and then answer questions. Sometimes, if there's enough time, I ask them to have a small discussion, but I still dominate the direction of the discussion."

This statement indicates a teacher-centered approach, where the lecturer controls the content delivery, and students are mainly passive participants, engaged only in listening and responding to questions.

Respondent 2 echoed a similar sentiment:

"The model is still lecture-based. I explain the theory first, then play the audio, and after that, I usually give them questions. Sometimes I form small groups to discuss the content, but it rarely happens due to time limitations."

This further underscores the occasional use of small group discussions, yet the lecture model remains the primary mode of instruction.

Respondent 3 noted:

"I admit I still use the lecture method for teaching listening. I usually present the material first, then play an audio recording from the internet, and then the students answer the questions. Group discussions have been done too, but they are not regular and are only used if the material allows."

Once again, the lecture method is the dominant instructional approach, and group discussions are not integrated regularly into the learning process.

These responses suggest that, although lecturers are aware of the need for varied instructional strategies, teaching practices remain largely dependent on the lecture model. Moreover, the integration of local cultural content and the use of diverse multimedia resources continue to be limited.

Survey results from 206 students across various universities indicate a high level of awareness regarding the importance of listening skills in language acquisition. Despite this, students reported that the listening instruction they received was generally monotonous and lacked engagement. The data suggest that, while most students recognize the crucial role of listening skills in understanding and interpreting messages, the teaching methods and media employed are often perceived as inadequate.

The survey also revealed that the majority of students consider listening skills essential for interpreting messages, analyzing content, and responding critically to audio materials. However, many students felt that the learning process lacked variety and engagement, with over 50% indicating that the listening materials were not aligned with current trends or local cultural contexts. This finding points to a gap between teaching methods and the interests and needs of students.

- (i) **Student Perception.** One notable finding was that 58.7% of students strongly agreed or agreed that listening is essential for enhancing language comprehension. However, when questioned about the variety of teaching methods, most students responded neutrally or negatively, indicating dissatisfaction with the strategies currently used. This highlights the need for a more engaging and diverse approach to teaching listening, incorporating modern media and culturally relevant content.
- (ii) **Teaching Resources and Learning Materials.** Analysis of the course syllabi (RPS) and supporting documents revealed several gaps in the design of learning materials. Although the syllabi contained basic elements such as learning objectives, course descriptions, and assessment methods, they were often general and lacked detail, particularly regarding teaching strategies and the integration of audiovisual resources.
- (iii) **RPS and Teaching Materials.**

Respondent 1 highlighted that the syllabi were not specific enough to guide in-depth listening lessons:

"The RPS is there, but it mostly contains only broad points. For instance, the methods and media are not explained in detail, so I often have to develop them myself when teaching."

Similarly, Respondent 2 noted that the evaluation instruments used for listening were too simplistic and did not provide a detailed framework for assessing critical listening skills:

"I usually assess students through notes or listening tasks, but I don't use more specific instruments like rubrics for listening skills."

These findings underscore the need for a more comprehensive and structured approach to designing course syllabi and instructional materials. Incorporating local cultural content and utilizing diverse multimedia resources could substantially improve the quality of listening instruction.

4.2. Initial Product Development: A Culturally Contextualized Listening Model

Based on findings from both interviews and surveys, there is a clear demand for a more varied, engaging, and culturally relevant approach to teaching listening skills. In response, this study has developed an initial instructional model that incorporates the following key components:

- (i) **Integration of Local Cultural Content.** To address the limited local cultural relevance in existing teaching materials, the model incorporates content that reflects local culture, traditions, and contemporary societal issues. By including materials such as local news broadcasts, traditional music, and cultural events, the model seeks to make listening exercises more engaging and relatable for students.
- (ii) **Use of Audiovisual Media.** The instructional model also integrates audiovisual materials, including videos, podcasts, and interactive multimedia, which are more effective in capturing students' attention and enhancing their listening comprehension skills. By moving beyond traditional audio recordings to dynamic audiovisual content, the model aims to increase engagement and foster active listening. In contrast to the predominantly teacher-centered methods observed in current practices, the new model emphasizes active student participation through collaborative activities such as group discussions, debates, and reflective listening exercises. These activities promote critical thinking while fostering deeper engagement with the learning material.
- (iii) **Assessment Based on Critical Listening Skills.** The model incorporates an assessment framework that goes beyond basic comprehension questions. It employs rubrics and other evaluative tools to measure students' ability to interpret, analyze, and respond critically to audio materials. This approach is intended to cultivate students' critical thinking and analytical skills, which are vital for achieving higher-order listening proficiency.

Figure 1 illustrates the culturally contextualized listening model developed in this study. The model comprises four interconnected components: the integration of local cultural content, the use of audiovisual media, collaborative and reflective learning activities, and assessment focused on critical listening skills. Each component contributes to enhancing students' listening abilities in a culturally relevant and engaging manner, while promoting active participation and critical thinking throughout the learning process. This figure also depicts the flow of the model's development, highlighting its design to enrich the learning experience of students in the context of Indonesian language education.

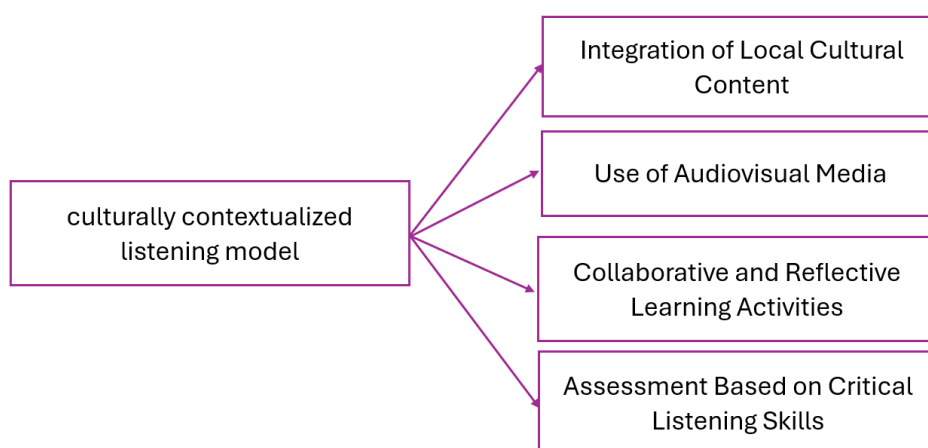


Figure 1. Culturally contextualized listening model.

4.3. Development of Listening Skills Learning Based on A Synectic Model Containing Local Culture with The Help of Audiovisual Media

The development of the listening skills model, grounded in the synectic approach and integrated with local culture while supported by audiovisual media, followed the ADDIE model, a widely recognized instructional design framework (Abuhassna et al., 2024). The ADDIE model emphasizes iterative processes to create a learner-centered instructional approach aimed at enhancing listening skills. This method ensures that the developed model is both effective and culturally relevant for students in the Indonesian Language Education Program (Qomariah et al., 2023).

4.3.1. Development of Teaching Materials

A key component of the model was the development of teaching materials, including a student guidebook, learning modules, and worksheets. These resources were designed to support effective learning and accommodate the diverse needs of students, in accordance with the principles of Universal Design for Learning (Ralabate, 2011).

The student guidebook, shown in **Figure 2**, serves as the primary learning medium, guiding students to understand listening skills in a structured and engaging manner. Through this book, students are introduced to the synectic model, a learning approach that emphasizes creativity and the ability to form new connections through various forms of analogy. The guidebook also integrates local cultural content relevant to students' daily lives, making the material more familiar, contextual, and meaningful. Content is presented interactively and engagingly to foster curiosity and active participation throughout the learning process. Each section includes activities designed to encourage discussion, information analysis, and creative expression, in line with the principles of the synectic model. By combining local cultural materials with interactive media, the guidebook not only provides information but also promotes the development of 21st-century skills such as communication, collaboration, and problem-solving thereby supporting the optimal achievement of Indonesian language learning objectives.

The learning module, shown in **Figure 3**, serves as a concise and focused resource that emphasizes various listening techniques, including critical listening, concentrated listening, and creative listening. Each module is designed to help students understand the distinctions and practical applications of these techniques, allowing them to practice their listening skills progressively and thoroughly. With a simple yet systematic format, the modules enable

students to develop listening skills effectively without feeling overwhelmed, while also providing opportunities for independent practice.

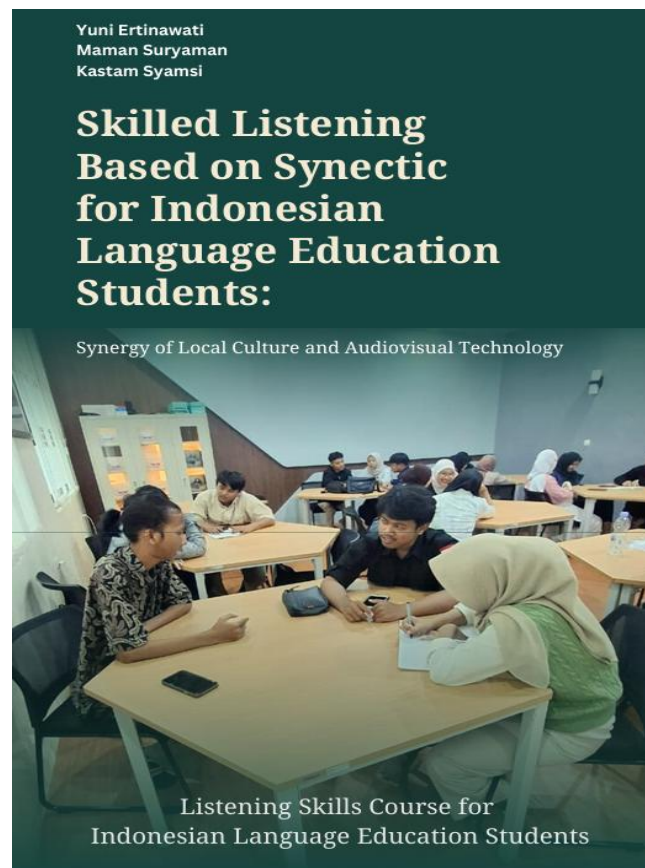


Figure 2. Design of the Student Guidebook.

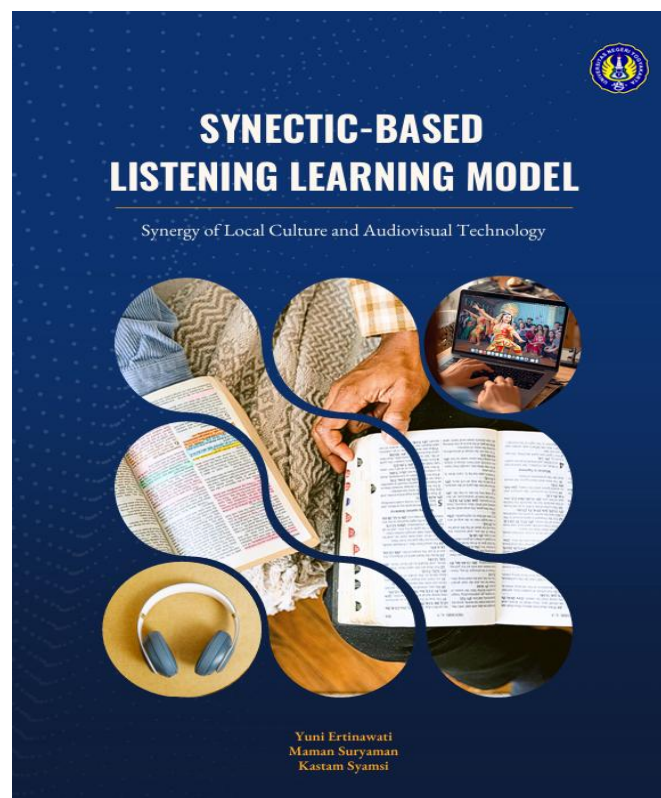


Figure 3. Design of the Learning Modules.

In addition, the modules are designed according to the principles of task-based language learning, which emphasizes applying skills in real-world contexts. Each module presents a series of tasks that challenge students to use their listening skills in everyday situations, such as understanding conversations, responding to spoken information, or identifying hidden messages in audio texts. This approach not only enhances listening skills but also encourages critical thinking, collaboration, and problem-solving, making the learning experience more meaningful and relevant to real-world communication needs.

4.3.2. Student Worksheets

The student worksheets are designed as practical training tools that help students develop a range of listening skills, from critical listening to exploratory listening. Each activity is structured according to the principles of formative assessment, allowing students not only to practice deep comprehension but also to receive immediate feedback from the teacher or through self-evaluation (Tay, 2015). In this way, the worksheets function both as practice materials and as tools for monitoring progress, promoting continuous improvement in listening competence systematically and measurably.

The integration of audiovisual media in this study plays a vital role in enhancing students' engagement and comprehension in learning listening skills. By incorporating videos featuring local cultural content, the model not only strengthens students' listening abilities but also connects them with Indonesia's rich cultural heritage. These videos act as authentic learning materials, showcasing various aspects of local traditions, crafts, and cuisines, and providing students with meaningful contexts in which to practice their listening skills. As part of the learning model, five videos were developed:

- (i) Video 1: The Charm of Mount Galunggung,
- (ii) Video 2: Golok Galonggong,
- (iii) Video 3: Batik Tasik,
- (iv) Video 4: Kelom Geulis, and
- (v) Video 5: Nasi TO Culinary Delights.

Each video highlights a distinct cultural facet from the Tasikmalaya region, offering diverse learning experiences that foster both critical thinking and cultural sensitivity. These examples demonstrate how audiovisual media can be effectively utilized in the learning process, presenting students with engaging opportunities to explore local culture while developing their listening skills.

- (i) The video media available in the following link <https://l1nk.dev/Pb3Sc> serves as an audiovisual resource showcasing the charm of Mount Galunggung as part of the learning material. This video is a key component of the learning model, as it creates a more engaging and interactive learning environment. By combining moving images, sound, and narration, students gain a more realistic learning experience, enabling deeper understanding while increasing interest in the material. Presenting content that highlights the beauty and cultural significance of Galunggung provides relevant context, helping students relate the material to real-life situations. Furthermore, multimedia learning that utilizes audiovisual content has been shown to enhance understanding and memory retention (Mayer, 2017). Visual elements simplify complex concepts, while audio elements reinforce messages and clarify meanings. Therefore, the use of video is not merely a supporting tool but an effective learning strategy that strengthens engagement, deepens comprehension, and improves long-term retention of information.

- (ii) The audiovisual media available in the following link <https://l1nk.dev/Ozikn> that features a video documenting the process of making Golok Galonggong, a traditional craft from Tasikmalaya rich in cultural significance. The video highlights every stage of production, from material selection and shaping techniques to the finishing touches, providing students with a comprehensive understanding of the skills and expertise of local craftsmen. By combining visual and audio elements, students can observe firsthand how this tradition is preserved and maintained, while also developing an appreciation for cultural heritage with historical and local importance. In addition to introducing technical aspects, the video serves as an effective tool for training students in exploratory listening the ability to listen attentively to discover in-depth information. Through this activity, students not only learn the craft-making process but are also encouraged to interpret its cultural meaning and historical context. Thus, this video functions not only as an informative resource but also as an interactive learning tool that promotes critical thinking, cultural sensitivity, and a deeper understanding of local traditions.
- (iii) The video entitled Traditional Batik of Tasikmalaya, available at <https://l1nk.dev/cQyXD>, showcases the richness of local culture through batik art, which represents the distinctive identity of the Tasikmalaya region. In this video, viewers are guided through the entire batik-making process, from the design stage and waxing to dyeing and final drying. The unique Tasikmalaya batik motifs featured in the video reflect the cultural values and local wisdom that have been preserved and passed down through generations.
- (iv) The audiovisual media available at <https://acesse.one/avaQG> features a video documenting the process of making Kelom Geulis, traditional wooden sandals from Tasikmalaya, renowned for their cultural and artistic value. The video presents each stage of production, from wood selection and carving to painting and the addition of distinctive motifs that define the beauty of Kelom Geulis. Through detailed visuals and informative narration, students gain insight into the craftsmanship and aesthetic value of this local cultural product. Beyond providing factual knowledge, the video fosters appreciation for the cultural heritage passed down through generations. Additionally, the Kelom Geulis video is designed to train students in creative listening the ability to listen to generate new ideas or solutions based on the information received (Dewi et al., 2019). By analyzing the production process, students are encouraged to develop innovative ideas in areas such as design, manufacturing techniques, or the use of environmentally friendly materials. This activity strengthens their understanding of cultural processes while stimulating critical and creative thinking, making the learning experience more meaningful and relevant to contemporary challenges.
- (v) The audiovisual media available at <https://acesse.one/B2bYd> features a video highlighting the preparation of Nasi TO, a traditional culinary dish from Tasikmalaya, renowned for its unique taste and cultural significance. The video demonstrates the various stages of preparation, from ingredient selection and cooking techniques to the distinctive serving style of the dish. By combining engaging visuals with informative audio explanations, students gain insight into the richness of local cuisine and understand how traditional foods contribute to the cultural identity of the Tasikmalaya community. This program not only broadens students' knowledge of regional cuisine but also fosters appreciation for culinary traditions passed down through generations. In addition to introducing the uniqueness of local cuisine, the Nasi TO video serves as a tool for training students' critical and exploratory listening skills (Md Sharif, 2024). Students are encouraged to listen attentively, analyze the cooking process, and explore the cultural and historical significance behind the dish. As such, this video functions both as an

introduction to local cuisine and as an interactive learning resource that enhances students' understanding of the relationship between food, culture, and local identity.

4.2.4. Development of assessment instruments

In addition to the instructional materials, comprehensive assessment tools were developed to evaluate both the effectiveness of the model and students' progress. These assessments, designed to address the cognitive, affective, and psychomotor domains, include written tests, oral assessments, practical tasks, and observation sheets. The listening tests assess various techniques, such as critical, concentrative, creative, exploratory, and selective listening, incorporating both written and oral components (Taylor & Geranpayeh, 2011). Additionally, questionnaires were designed to gather student feedback on the instructional materials, the effectiveness of the learning model, and their perceptions of the audiovisual media. These tools enable instructors to make informed adjustments to enhance the model's impact (Komaria & Wicaksono, 2015).

4.3. The Effectiveness of Listening Skills Learning Based on a Synectic Model Containing Local Culture Assisted by Audiovisual Media

The effectiveness of the developed model was evaluated through expert validation, involving three evaluators: a listening skills specialist, a practitioner (lecturer), and a cultural expert. This evaluation assessed both the theoretical and contextual validity of the model (Kirkhart, 2013), ensuring that it met its educational goals of fostering critical thinking, cultural awareness, and effective listening comprehension. The validation process employed a Likert scale, with evaluators providing feedback on content, structure, language, cultural integration, and media feasibility. This approach aligns with the emphasis on systematic validation in educational research (Scantlebury et al., 2000). Results indicated high agreement among evaluators, with an overall average score of 3.61 out of 4, demonstrating that the model is highly feasible for implementation. Feedback showed strong validity, with no "Strongly Disagree" responses and a general tendency toward "Agree" and "Strongly Agree," reflecting alignment with established instructional design principles (York, 2016).

Based on **Figure 4**, the results of the statistical analysis indicate that the developed learning model scored between "Suitable" and "Very Suitable" across all evaluation criteria. The overall average score was 3.61, or 90.3%, which is classified as excellent. This demonstrates that every aspect evaluated (including content, structure, language, cultural integration, and media suitability) meets the expected standards. These results suggest that the learning model is highly effective in achieving educational objectives, enhancing students' listening skills, fostering motivation to learn, and deepening their understanding of local culture. With high validation scores across all criteria, the model has proven to be feasible for broader implementation as an innovative and contextually relevant strategy for Indonesian language learning.

The Data Analysis Chart for Validation Results presents the outcomes of the learning model validation across five assessment criteria: Content, Structure, Language, Culture, and Media Feasibility. The average scores for all criteria fall within the high range, demonstrating that the developed learning model meets established feasibility standards. Among these, the Media Feasibility criterion received the highest score, with an average of approximately 3.7 (92.0%), indicating that the media employed is considered highly feasible and effective. The Culture criterion received the lowest score, around 3.4 (85.0%), which still falls within the good category, reflecting a generally strong integration of cultural content.

Overall, the validation results indicate that the Content (90.3%) and Language (90.0%) aspects were rated very good, while Structure received a slightly lower score of 87.5%, still within the feasible category. These findings suggest that the model's primary strengths lie in media suitability, clarity of content, and appropriate use of language. However, the cultural aspect requires further attention to ensure that the integration of local cultural values is optimized in supporting the learning objectives (Nurhayati *et al.*, 2024).

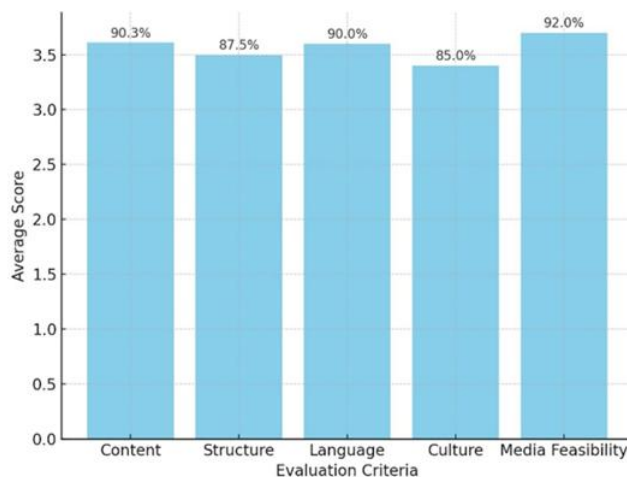


Figure 4. Validation Results.

5. CONCLUSION

The developed instructional model for listening skills, which integrates the synectic approach, local culture, and audiovisual media, represents a notable advancement in Indonesian language education. By addressing the limitations of traditional listening instruction, the model provides a more engaging, culturally relevant, and dynamic learning experience. Validation by experts, supported by statistical analysis, indicates that the model is highly effective, with all evaluation criteria rated from "Suitable" to "Very Suitable." This study contributes to the field by offering an innovative, contextually grounded teaching framework that enhances both listening comprehension and cultural understanding. Furthermore, the incorporation of local cultural content alongside audiovisual media has proven to be an effective strategy for boosting student engagement, fostering critical thinking, and improving listening proficiency in Indonesian language learning.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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