Student Learning Innovation Blind Through Approach Solution Case Integrated Audio Based *Learning Management System* at Islamic University of Makassar

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Abstrak

Study This aiming for developing the Indonesian Language and Literature Education study program FKIPS UIM expands access education for student blind, improve quality service learning for student blind, improve access, participation and independence student blind operate role in society, The method used in the research using method participatory, The results of study This show that develop RPS problem solving model case audio based for students disability specifically student blind Already implemented with good , 2) Has developed audio - based teaching materials for students disability specifically student blind ; 3) Has developed learning media audio based for students disability specifically blind students ;4) Have developed evaluation learning audio based for students disability especially blind students, and 5) Has developed reporting results Study Program Evaluation education Indonesian language and literature**,**

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Introduction

Education is every fundamental right individual in this country, The state is responsible answer for provide education to all over its citizens, including those who have disabilities, A number of rule has made for ensure access equal education for citizens who have disability, Law Number 20 of 2003 regulates that every citizen who face challenge physical, emotional, mental, intellectual, or social entitled get education, More continued,

Law Number 8 of 2016 strengthens the state's commitment to provide facility appropriate education for those who have disability,

As for education height, thing This supported by law Number 12 of 2012 concerning Higher Education, as well as Regulation of the Minister of Education, Culture, Research and Technology Number 48 of 2023 which stipulates standard adequate accommodation for participant educate sufferer disability from level education child age early until education high, The purpose of regulation This is so that the college tall as organization education special expected can increase quality service education for student sufferer disability specifically blind,

Even though Thus, students blind often face various challenge in get quality and quality education, Access to teaching materials and resources Study be one of problem the main thing they face, Difficulty This aggravated with limitations service disabilities in college height and lack understanding from lecturer about need special student blind, As solution, lecturer need to understand no only need special students, but also looking for innovation in method teaching for all students, including those who have disability, can achieve learning targets with success, With appropriate approach, lecturer can facilitate participation active all students, including student sufferer disability specifically blind people, in the learning process and achieving the learning targets that have been set established, Inclusive education expected can overcome challenges that arise consequence approach segregation in education, Through approach inclusion, all participant educates, including those who have need special, have chance For Study in One environment the same education with participant educate others, This is ensure that every individual , without look at existence abnormality or disability , getting access quality education in accordance with potential and needs , without existence discrimination.

Campus plays a role important in to organize education, responsible answer in help student prepare self for a better future good, Growth ability student can be optimized with existence appropriate guidance, direction and facilitation with capacity, interest and talent them, For reach optimal development, students need develop activity think, create, empathize, and move in a way balanced and comprehensive during the study period on campus.

Based on the above phenomenon \, the Indonesian Language and Literature Education Study Program (PBSI) Faculty of Teacher Training , Education and Literature (FKIPS) of the Islamic University of Makassar (UIM) is determined Keep going do transformation For give service quality and quality education for student sufferer disability specifically blind , Indonesian Language and Literature Education Study Program, FKIPS UIM as temporary study program own student blind always be happy do innovation learning For facilitate and provide the same education to the students blind, Because of that that, the author hoping very much Spirit This can supported by the government in matter This Director of Learning and Student Affairs Directorate General of Higher Education Ministry of Education, Culture , Research and Technology For give help Learning Innovation and Assistive Technology for Student In need Special Year 2024.

Research Methodology

Implementation method activity This use workshop method , The workshop is basically done with approach participatory Because involving participation lecturers and students , Location in activity This is the Indonesian Language and Literature Education Study Program, Faculty of Teaching and Education Sciences, Islamic University of Makassar, Subject in activity these are lecturers and students blind Indonesian Language and Literature Education Study Program Faculty Teaching and Education Sciences, Islamic University of Makassar, Implementation time activity This is July to October 2024 or in the odd semester in the year 2024-2025 academic year ,

Research Results and Discussion

Research result

Approach Solution Case (Case Method) is a method based learning himself in the analysis deep to cases real or hypothetical , intended to understand the situation , identify problems , and develop the right solution , (Rahmat et al,, 2023), This method generally applied in context education high , especially in business , law , medicine , and education programs , Four type characteristics main from approach Solution The cases are cognitive , psychomotor , motivational , and affective, (including interpersonal and attitudinal dimensions), Performance of the method This determined by composition fourth type disposition all over member team , which forms a unity complex , Case study in approach This focus on the issues that arise in situation concrete or examples , actions required , lessons learned picked , and ways For overcome or avoid situation similar in the future ,

According to (Andayani et al,, 2022) the approach breakdown case method is capable reduce gap theory and practice , able to give experience complex and contextual learning so that in learning method case will served article case For help participant educate to hook phenomena that occur and will occur discussed in activity discussion based on results observation and perspective students , so that student No only memorize content but also can know relatedness between the material taught with real world situations , In innovation learning For student blind , approach breakdown case method becomes step progressive For bridge gap accessibility and ensure experience inclusive and meaningful learning for they , Approach This adapted For fulfil need special student blind in access information non -visually, while facilitate development skills analysis , solving problems , and thoughts critical they ,

Case material can served in audio format, allowing student blind For access information without depends on ability vision , This can done through narrative clear and descriptive sound , as well as use effect enriching sound experience hearing , With apply approach breakdown case method that is adjusted For student blind , institution education can create environment inclusive and supportive learning, enabling student blind For develop skills critical and analytical they in a way effective while feel supported and appreciated in the learning process , Case material can served in audio format, providing accessibility information for student blind without depends on ability vision , Clear and descriptive voice narration , along with with use effect enriching sound experience hearing, allowing they to understand the content with deep.

Approach breakdown customized case For student blind push inclusivity in environment learning , Approach This No only create environment inclusive , but also supportive development skills critical and analytical student blind , With provide access to material case in audio format, students blind can involved in analysis deep to the situation at hand , This allows they For develop deep understanding about problems faced as well as sharpen ability breakdown problem them , With Thus , the approach Solution Customized cases become key in build equality access and provide experience comprehensive learning for all student.

Learning Management System (LMS) is a device soft For make material learning web - based that manages activity learning along with the results and facilitate interaction between lecturers and students between lecturer one and lecturer others , and between fellow students , (Hernawati & Aji, 2016), While audio media is a form of technology that enables delivery information through voice or audio (Palupi et al,, 2023), In the context of education , audio media is used as tool addition For serve material learning in form recording voice , podcast, or audio description for material written , The use of audio media in learning give flexibility to learner For access information anywhere and anytime only , without limitations time or place , According to (Efgivia , 2019) the advantages main of audio media is its ability For increase accessibility and flexibility learning , especially for those who have need special like student blind.

With listen material in audio format, students blind can to obtain information with more efficient without depends on ability vision , In addition , according to (Kusum, JW et al 2023), audio media can also increase engagement and retention information through variation method delivery material , Integration of audio media in learning also allows personalization learning , where learners can choose appropriate method with style Study their Features like ability For to rotate back and forth , set speed playback , and marking points important in recording allow learner For control experience Study they in accordance with preference individual , With Thus , the use of audio media in education create environment inclusive and supportive learning , promoting equality access and improve effectiveness learning in a way overall.

Integrated audio media in *Learning Management System* (LMS) is a a blending approach audio technology with online learning platforms for increase experience learning in a way comprehensive (Mais, A, 2016), With utilize LMS as receptacle main for content education , audio media added as tool addition For serve information with a better way dynamic and diverse , This can done through various features , such as recording lectures , podcasts, or audio description for material written, Advantages from audio media integration in *Learning Management System* (LMS) is improving accessibility and flexibility for various type learners , including those who have need special like student blind , With provide material in audio format, students can Study with more effective without limited by ability sight , Apart from that , audio media can also be used increase engagement and retention information with give variation in method delivery material.

Integration of audio media in *Learning Management Systems* (LMS) make it possible personalization learning , where students can choose the most appropriate method with style Study them , With Features like playback back and forward , settings speed , and options For to mark points important in recording , students can arrange experience learning they in accordance with preference individual they , This is can create environment

inclusive and supportive learning for all students , promoting equality access and improve effectiveness learning in a way overall.

Study model approach case in learning Indonesian can applied with various structured stages For develop ability think critical , analytical , and argumentative students , The following explanation syntax or relevant stages in context Learning the Indonesian Language and Literature Education Course in the subject studying listen to comprehensive and speech public , Sitak integration explained as following.

Give case , stages This started with giving text or story shaped narrative relevant cases with theme learning Indonesian, for example , literary texts , essays , articles opinion , or case use Language in social media , Case This must interesting and appropriate with level understanding student as well as focus on issues or theme certain that will lifted in analysis , Example case : " Impact use Language hangout in formal communication specifically on Mc".

Identifying Information Key to the Case , students invited For read or listen case with careful , then identify information the main thing that becomes main problem or Topic main , In the context of Indonesian, students will highlight elements important like theme , characters , context social culture , or conflict in text , The goal is for students to understand the context problem in a way intact.

Dig values in case , at the stage this, students student invited For explore moral, cultural , social , or other values language contained in case For example , in text folklore , students Can dig mark culture and traditions are displayed , while in opinion or essay , student can to examine view writer or the value contained therein , This is training student For find meaning deep and reflective from text.

Do Analysis and Argumentation, stages This demand student For do analysis to the elements that have been identified, then compile argumentation based on findings they , Students can use approach certain, such as analysis structural For literary text or analysis critical For article opinion, In learning Indonesian, students can also train compile logical, relevant and supported arguments with proof from text.

Summarize solutions and actions, after analysis and argumentation done, students requested For to summarize results findings or conclusion them, At the stage this, students serve conclusion from understanding they about cases, including solution or actions that can be taken, As example, students can give recommendation about use effective language in formal or informal situations based on analysis they,

Presentation and discussion , For enrich learning , students can presenting analysis they to friends classmate , which then to be continued with discussion open , Discussion This give chance for student For compare perspective and enrich understanding they through constructive argumentation , With using this model , learning in the study program education Indonesian language and literature does not only focused on ability literacy only , but also enrich ability analytical , critical , and reflective student.

Specifications developed on innovation learning for student this is a development eye studying speech public , and listen comprehensive integrated with audio -based LMS , with hope that existence LMS development then student capable Study independent and exist treat differently with other students in particular For develop learning for blind students in the Indonesian Language and Literature Education Study Program.

In general general learning studies case rated more flexible Because aiming For explore a problem, This is different with the approach that has been designed For test theory or hypothesis, Because of its nature flexible, students Can do study or collect data accordingly development activity their research, They Can look for knowledge in accordance with style learn what they like and enjoy, Study method case own emphasis more to understanding context , Students in a way individual or in groups must deepen understanding case or the problem that will be studied, Students are also directed For collect data or information more carry on related problem said , External from studies This called thick description, namely description deep about a problem or group of people and related context problems, Through studies case that was done in a way in groups , students No only learn understanding material from a problem only , but also learn socialize and collaborate with others, Students Can Study method create Work same good For finish problem together, Learning methods studies case focus to students, That is , students more active in activity study and teacher only play a role as facilitator and director for students, In comprehensive, students will look for know Alone because consequence from a problem, looking for solutions, searching for data and information in a way independent.

Study methods cases also form student become a disciplined and responsible person answer, In its implementation, students given a time limit For collect data and information as well as conclude results analysis , This is make they So more discipline in arrange time and responsibility answer For finish his job appropriate time.

Study methods cases are also useful For increase ability think critical students , in analyze a problem, looking for accurate information and search solution naturally need ability think critical, This method also helps increase ability good communication with other people, This is because in method studies case , student learner need Respondent For method interview, During the interview, students will experience communicate with source person.

Superiority Case Study Learning Development Audio -based Integrated Learning Management System (LMS) for blind students is as follows following , There are several Featured in implementation learning studies case according to experts covering a number of aspects that can increase effectiveness learning and understanding participant educate , The following a number of view from the experts : According to Kolb (1984), the study case give experience concrete and situation - based learning real , which increases understanding participant educate through experience directly , This method help participant educate to understand the theory in context practical , bridging gap between theory and practice.

Yin (2003) stated that studies case push participant For hone skills analytical and thinking critical, because they must analyze real data, identify problem, and search solution. This process increase ability breakdown problems and decisions decision , Herreid (1994) emphasized that studies case make learning more interactive and participatory, With method this , participants educate more active involved in discussion and collaboration, which can increase motivation and enthusiasm they to material learning.

According to Bloom (1956), learning through studies case push participant educate For think at a higher level high , They No just understand and remember information but also analyze , evaluate , and develop solution on the problems presented , Merseth (1991) explains that studies case allow participant educate apply the theory that they learn in the

situation life real , useful in prepare they face challenges in the world of work , Ellet (2007) stated that studies case No only hone skills cognitive but also develop soft skills, such as communication , cooperation , and leadership , Discussion and presentation studies case give participant chance For practice ability speaking in front of general and argumentative with Good.

Based on with a number of things that have been outlined learning studies case allow approach holistic that combines theory and practice, encouraging understanding deep, enhance skills think critically, and prepare participant educate for real world challenges.

From the process that has outlined in its relevance with what has been delivered some expert States that implementation learning studies case with Integration of Audio - based LMS for blind students give equal opportunity and justice to sufferer disability in access learning , With thus There is additional input and methods applied in development eye studying speech public and listen comprehensive , so that student blind to obtain addition and equalization in the learning process , conditions that's it expected give positive contribution to student disability in access education in Indonesia.

Following this is the process of implementation in implementation learning studies applied case in learning

1. **Give Case**

   First step in *Case-Based Learning* is providing relevant cases with Topic learning , Case This must chosen or designed such that appearance to fit with objective learning , context real , and have element complexity or challenging conflict , Educator can give case in form text , video, or simulation For interesting attention participant educate , Election interesting and meaningful case will Motivate participant educate For get involved and develop understanding more deep about topics discussed.

2. **Identifying Information Key to the Case**

   After case given , participants educate requested For identify information the key contained in case said , Stage This require participant educate For paying attention to relevant details , including figure main points , events , important data , and other related aspects with problems faced , With highlight information key , participant educate can understand the background background and context case , so that make it easier they in analyze and find solution , Identification this also helps direct focus they are on the elements important without lost in less detail relevant.

3. **Digging Deep Values Case**
   At Stage this , participants educate pushed For dig the values contained in cases , such as ethics , professionalism , responsibility answer social , etc, Stage This aiming For help participant educate see moral side and values that can applied in situation real , They invited For consider non - technical factors that influence case , which can open outlook they about implications action or decisions taken in more context wide , With dig values this , participants educate can enrich perspective them and form a more positive attitude ethical in face problem.

4. **Do Analysis and Argumentation**
   In the stage this , participants educate analyze information that has been collected as

well as use draft or relevant theory For compile argument they , Analysis This covers identification reason problem , parties involved , impact from every actions , and possibilities consequence from alternative available solutions , Students pushed For think critical and make logical argumentation in support the solution they select , Stage This help they strengthen ability think critical and argumentative based on data and theory , which is very important in taking decision based on proof.

5. **Summarizing Solutions and Actions**
   After do analysis and argumentation , participants educate Then to summarize proposed solutions and formulate steps the right action , They compile solution best with consider aspect practical , ethical , and theoretical that has been they learn , then serve it in form plan clear and actionable actions applied , Summary solutions and actions This give chance for participant educate For see results thinking they in a way overall as well as communicate it with short and concise , Stage this also encourages they For more believe self in to expose solution and convincing other party about effectiveness proposed solution.

   With follow steps This is Case *Based Learning* give experience comprehensive learning and preparation participant educate For face demanding situation skills analysis and retrieval strong decision,Implementation steps learning studies case This integrated into the LMS with 7 x meetings , with implementation steps learning applied at the Islamic University of Makassar.

Discussion

Development learning based on studies study program case education Indonesian language and literature strives For Keep going continuously to organize various activity development professional , Activities This can in the form of courses , training , coaching and various form education others , Funding For activity This Can originate from source independent or grant , Example activities held covering guidance technical , seminars, induction , mentoring, coaching , and various other relevant activities , Activities carried out at the stages this is presenting source person as a mentor in guidance Semester Learning Plan (RPS) for activity This there are two eyes the lecture that will be developed namely eye studying speech public and listen comprehensive , Under development This , is presented speakers who have capabilities and understanding of content material as well as technique development the material as well own competence in approach studies case as well as development learning inclusive.

Through this workshop , lecturers No only accept theory about preparation of RPS or *study* model *case* , but also given case real challenge , namely designing a suitable RPS For student blind , Like in *Case Method* , lecturers pushed For identify need special student disabilities , finding the most effective learning strategies , and utilise audio technology to suit with need blind, They are also involved in the process of analysis need students, exploration values education inclusive, and use technology in online learning.

In context this, *Case Method* allows lecturers train solve problem real related with professionalism they, They must consider limitations and needs specific from student blind moment compile the RPS, at the same time develop ability analytical and innovation in

teaching , At the end of the workshop, the lecturers will compile solution concrete in the form of RPS based *discovery learning* audio, which is not only become part from workshop assignments but also become step real in increase experience Study students with disabilities.

Approach *Case* Method applied in this workshop give impact significant positive , such as increase understanding lecturer about method learning based on case real , strengthening skills they in to design learning inclusive , as well as increase ability think critical and ethical , With Thus , this workshop No only add knowledge lecturer but also strengthens ability they in apply theory learning inclusive in situations real , which in the end support improvement professionalism and service quality to students , so that the sustainability in question in the form of give mentoring , providing peer tutoring , providing training , coaching , workshops and guidance technical in designing audio - based teaching materials for students disability specifically student blind.

Workshop This held For help lecturers and educators in the Indonesian Language and Literature Education study program in develop audio -based teaching materials for student disabilities , especially blind , This workshop is very necessary For increase skills lecturer in create and develop appropriate teaching materials with need student blind , Training This consists of from three stage main , namely : (1) analysis need teaching materials , (2) compilation map teaching materials , and (3) making appropriate teaching materials with structure of each type teaching materials.

Stage analysis need teaching materials include a number of thing : (a) analysis curriculum , (b) analysis source learning , and (c) selection as well as determination required teaching materials , Drafting map teaching materials are done For know amount necessary teaching materials made , sequence as well as priority writing , as well as determine characteristic teaching materials , both in nature each other dependent or independent , Teaching materials have various structures and forms , depending on their characteristics , such as : (1) printed teaching materials , (2) model/mockup teaching materials , (3) audio teaching materials , (4) audiovisual teaching materials , and (5) interactive teaching materials.

Expected results from this workshop includes : 1) Composition audio -based teaching materials for student disability specifically blind For online learning , 2) Improvement character and competence student disabilities , in particular blind , and 3) Improve interest public around For push children they following the Indonesian Language and Literature Education study program at the Faculty Teaching and Education Sciences , Islamic University of Makassar.

Based teaching materials, audio media such as recording voice, podcast, or narrative can help student blind people understand the material without requires visuals, This audio Can used For explain concept, reading text, or give instructions that can be heard repeatedly, Braille books, printed books in Braille letters allow student blind read with touch, The use of Braille is mainly beneficial For materials texts, such as literature, law, and education, which require detailed understanding of words, Device help based on technology, tools such as computer or tablet with device soft reader screen reader allows student blind access digital text, surfing the internet, and using application education,

Devices soft popular including JAWS (Job Access with Speech) and NVDA (NonVisual Desktop Access).

In addition , tactile media and three-dimensional models dimensions , for materials required understanding draft spatial or form, such as geometry or knowledge knowledge, tactile model or three dimensions can help, For example, a map embossed, textured diagrams , or physical models things help students understand the structure and form , E-books and digital content with feature accessibility , compatible e-book formats with reader screen or device soft text-to-speech allow student blind access text digitally , In addition , there are many learning platforms provide accessibility like improvement contrast and audio navigation , Audio library or book audio (audiobook), audiobook can become source very useful learning , especially For literature or book long texts , Audiobooks are often longer , flexible and able accessed When just fine , okay through applications , CDs, or digital library sites , Guides or integrated audio-visual instruction , learning media This combine audio with help simple visual explanation For user with low vision (vision limited), including use colors contrast height and symbols big still can recognized part blind , Specially developed in study This is an Audio based LMS integrated LMS.

Based on targeted output said , then at the end of the development workshop audio-based teaching materials for students disability specifically student blind all lecturer education Indonesian language and literature as participant given task For compile audio - based teaching materials for students disability specifically student blind through online learning , This allows the sustainability in question in the form of give mentoring, providing peer tutoring , providing training , coaching , workshops and guidance technical in designing learning media audio based for students disability specifically student blind.

Learning media workshop this audio based aiming For develop learning media audio based for student disabilities , in particular blind , as means online learning that improves creativity and effectiveness teaching in the Indonesian Language and Literature Education study program, Faculty of Teacher Training and Education of Islamic University of Makassar on the NAQRAU LMS developed by UIM, This workshop in progress One day and focuses on video editing training using device soft.

During activities , lecturers will accept module development of learning media that has been compiled by the speakers , The workshop is divided into two stages : stage The first is delivery material by the speaker about the internet and the use of learning media , Every participant will do practice direct making learning media , guided by the speakers and committee , Stage second focuses on storing existing learning media made , followed with session ask answer For ensure participants understand the material in a way deep.

As supplement , tutorial CD about method create learning media audio- based is provided for lecturers participant can spread knowledge This to lecturer others and deepen skills they alone , At the end training , will done test as size workshop success , Final target from training This is so that lecturers in the Indonesian Language and Literature Education study program are able to develop audio learning media for student blind in online lectures,

This workshop also includes making audio -based teaching modules using video editing with application Ulead , where participants direct to practice method develop learning models with guidance speaker , Stage end activity consists of from compilation

and collection report activity as well as publication results training , Expected results from stage This is a report that shows skills participant in create teaching media audio- based, which is measured through results test.

Workshop on development evaluation learning integrated audio based LMS Audio Based for student disabilities , in particular blind , held in the Indonesian Language and Literature Education study program, Faculty of Teaching and Education Sciences, Islamic University of Makassar, Activities This is form attention to need education student disabilities , especially for those who experience limitations vision , Training This followed by all lecturer in study program The event took place in the study program hall and was equipped with with various tool supporting , such as projector , laptop, table , chair , microphone , whiteboard, and other tools others , The participants training also received a seminar kit containing tool writing and materials training , Delivery method material in this workshop involving a number of approaches , such as demonstrations , lectures , discussions and sessions ask answer , Demonstration method used For show steps in creation of evaluation and reporting media use application iSpring , Lectures are used For explain material about media and applications that can utilized in the evaluation process , Discussion aiming For push participation active lecturer in look for solution during training , while session ask answer give chance for participant For submit question related topics discussed.

Expected results from this workshop includes : 1) Preparation evaluation and report results learning audio based for student blind in context online learning , 2) Improvement character and competence student disabilities , and 3) Increasing interest public For push children they participate in the Indonesian Language and Literature Education study program at the Faculty of Teacher Training and Education , Islamic University of Makassar , Workhsop This give room to all over lecturers in the Indonesian Language and Literature Education Study Program, in order to provide space in the LMS to have evaluation of students in need special.

Result of workshop This obtained and known making reporting results evaluation use approach breakdown case integrated audio based with the Learning Management System (LMS) on the UIM *NADRUSU LMS* for student blind , including a number of aspect important as following : Development of accessible learning media , creation of reporting This produce learning media audio based designed special For fulfil need student blind , This media give more access Good to information and materials learning , so that allow student For Study in a way independent and effective.

Improvement skills lecturer , lecturer involved in the process of making reporting This to obtain skills new in designing and using an LMS for convey materials and evaluation, This also includes ability in integrate audio element to in LMS system , so that enrich experience student learning , Improvement involvement students , with existence approach breakdown case audio based , students blind more involved in the learning process , They can listen and analyze studies case in a way direct , which helps they develop skills critical and analytical in understanding the material taught.

Convenience in Assessment and Feedback , LMS allows lecturer For do evaluation in a way effective to understanding student through evaluation audio- based , Lecturers can give bait quick and constructive feedback to students , help they understand the areas of

need improved , Improved Access to Source Learn , With using LMS, students blind own more access wide to various source learning that is relevant and up-to-date, This includes access to audio materials , forum discussions , and tools help Study others available online , Evaluation Data Driven , Reporting results evaluation it also provides data that can used For evaluate effectiveness learning , Lecturers can collect and analyze data about progress students , who then can used For increase method teaching and materials provided.

Plan Action Carry on For Learning Improvement , Evaluation results obtained can used For plan steps future improvements , either in development teaching materials and in implementation training For lecturer , This will create cycle sustainable and responsive learning to need student disability , In overall , manufacturing reporting results evaluation with approach breakdown case integrated audio based LMS provides impact positive in increase quality education for student blind , at the same time enrich experience learn and develop required skills For success academic they.

Conclusion

Innovation learning student blind through approach breakdown case audio- based integrated Learning Management System (LMS) at the Islamic University of Makassar has implemented in accordance with stages implementation planning , Has developed a problem-solving model RPS case audio based for students disability specifically student blind ; 2) Has developed audio - based teaching materials for students disability specifically student blind ; 3) Has developed learning media audio based for students disability specifically blind students ;4) Have developed evaluation learning audio based for students disability especially blind students, and 5) Has developed reporting results Study Program Evaluation education Indonesian language and literature FKIPS UIM is grateful love epada Director of Learning and Student Affairs Directorate General of Higher Education Ministry of Education, Culture , Research and Technology can give trust to us to get aid funds Learning Innovation and Assistive Technology for Student In need Special Year 2024.

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