

# Bookchapter

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**Submission date:** 21-Sep-2022 10:53AM (UTC+0700)

**Submission ID:** 1905118381

**File name:** Bookchapter\_VP.pdf (4.68M)

**Word count:** 5005

**Character count:** 28709



EMBRACING  
SOCIETY 5.0  
WITH HUMANITY

Editor: Diah Karmiyati

 Bildung

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## Embracing Society 5.0 with Humanity

**1**  
Editor : Diah Karmiyati  
Desain Sampul : Ruhtata  
Lay out/tata letak Isi : Tim Redaksi Bildung

**1** Perpustakaan Nasional: Katalog Dalam Terbitan (KDT)  
Yogyakarta: CV. Bildung Nusantara, 2022

x + 1115 halaman; 15 x 23 cm  
ISBN: 978-623-6225-67-7  
Cetakan Pertama: Maret 2022

Penerbit:  
BILDUNG  
Jl. Raya Pleret KM 2  
Banguntapan Bantul Yogyakarta 55791  
Telepon: +6281227475754 (HP/WA)  
Email: [bildungpustakautama@gmail.com](mailto:bildungpustakautama@gmail.com)  
Website: [www.penerbitbildung.com](http://www.penerbitbildung.com) Anggota IKAPI

Bekerja sama dengan Direktorat Program Pascasarjana  
Universitas Muhammadiyah Malang

***Embracing Society 5.0  
with Humanity***

## *Embracing Society 5.0 with Humanity*

Society 5.0 is a concept presented by the Japanese as a core concept of their economic system. They believed that technology should not surpass the intelligent of men. As such, in society 5.0 the Japanese government would like to ensure that all technological things are designed to be a human-centered design. In fact, their ministry of education in 2018 has also been readily prepared the future generation through a change in their education system. For example, the minister explains that in Japan, or many parts of the world, university entrance are divided into two main concentrations, which are science and social science. The minister thought of changing the system, as society 5.0 is about creating a technology that is human centered. For instance, they gave an example on designer babies. If, people from hard science learn about philosophy, ethics, and humanities, they won't face such ethical concern when developing a product. This is what is being envision by the Japanese government for their younger generation. Collaboration between science and social science is necessary to build a better environment for our future children. Another example is the companies in Japan, such as Hitachi and Fujitsu has already been implementing this 5.0 by designing product that relied fully on technology but puts human at its center (Hitachi, 2017).

Likewise, it is currently a hot topic in Indonesia. Indonesia as a country with the 4<sup>th</sup> largest population in the world has not been implemented this concept. Our country is still on the industry 4.0. Yet, with the rising interest in AI, Blockchain, NFT, number of unicorn start-up. and all recent technological changes, our country are ready to compete with any other countries in Southeast Asia. Society 5.0 is coming, and we need to embrace it. To prepare with the society 5.0, It is not only the technological side. It is necessary for us to have a strong principle at hearts that based on our belief system. We, as an Indonesian have known to be religious that most of us believed in God. We also commonly practice our religion and tend to be kind to people because we know God would love our good deeds. I personally think that this will help us to move forward and live together with advanced technology.

Technology begets a very important leap in human's life journey. It is important to keep guard of the benefit but it's more important to look out for the human itself. As its purpose is smarter than us, to help us, it will be very ideal if we embrace the technology using our ability to be kind.

Malang, 21 Maret 2022

**Diah Karmiyati**

## Daftar Isi

Market Potential of <i>Kafalah Bil Ujroh</i> Sharia Guarantee Through E-Policy During the Covid-19 <i>A. Ifayani Haanurat, Ifadhila</i>	1
Development students character in 5.0 era through learning to write based on stories of the loves one <i>Abd. Rahman Rahim</i>	9
Higher Education and Human Resources Development for The Society 5.0 Era <i>Adri Efferi</i>	20
Pesticide Residual and Nutrition of Organic Cultivation Rice with Pumakkal and Conventional <i>Agus Sutanto, Hening Widowati, Achyani, Nendi Hendri, Feny Thresia, Eka Setyaningsih</i>	33
Social Capital in The Empowerment of Muslim Communities Face 5.0 Society <i>Agus Wahyu Triatmo</i>	40
Transformation Of Religiousity Of The Community At Wonolagi Gunung Kidul Yogyakarta <i>Ahmad Salim Novi Handayani</i>	49
Early Marriage Before and During Pandemic Covid-19 (Revolutionary Era of Society 5.0) <i>A'im Matun Nadhiroh</i>	57
E-Gov, Realization Of Anti Corruption Policy (long journey to Era Society 5.0) <i>Amalia Syauket</i>	66
Use of Voice Recognition of "Cake" Android-Based Application to Improve Student's Pronunciation <i>Amaluddin, Mutiah Nur Adzra, Siti Hajar Larekeng</i>	77

Combination of Curcumin and Honey as Supporting Therapy for Typhoid Fever in Children <i>Ami Febriza</i>	87
Employees Readiness Improvement Model to Face Changes in The Society 5.0 Era: Study On Indonesian Expatriates Abroad <i>Anggia Sari Lubis</i>	94
Features of Collaborative Writing in EFL Context <i>Ani Susanti</i>	103
The Hoax as Terror Communication: Threats and Challenges in Society 5.0 <i>Ari Sulistyanto, Hamida Syari Harahap, Wichitra Yasya</i>	112
Implementation of Human Resources in Sharia Capital Market Study Group During Covid-19 <i>Asri Jaya, A.Ifayani Haanurat, Nurlina, Nur'aeni</i>	121
Acts of Terrorism as a Crime Against Humanity Under International Law <i>Aulia Rosa Nasition</i>	127
Prophetic Legal Science Paradigm in The Era of Society 5.0 <i>Auliya Khasanofa</i>	137
IP Appraiser Role in The Implementation of Copyright as a Collateral in Indonesia <i>Cita Yustisia Serfiyani</i>	144
Indonesian Slangs in The Digital Communication <i>Dewi Kusumaningsih</i>	151
Students' Spatial Reasoning In Solving The Flat Shapes Problem <i>Dewi Risalah</i>	160
<b>25</b> Industrial Revolution 4.0 and Society 5.0 Eras: From The Strategic Human Resource Management's Perspective <i>Dianawati Suryaningtyas</i>	165

The Online Learning Resources in Mastering Listening Comprehension: Students' and Teachers' Perspectives <i>Dodi Mulyadi</i>	173
19 Building Character Strengths through “new Islamic education” in Facing Era Society 5.0: Bibliometric reviews <i>Elihami, Kana Safrina, Riana Mashar, Hary Murcahyanto</i>	182
Ultraviolet Exposure To Energy Intake Synthesis Of Vitamin D <i>Emillia Devi Dwi Rianti</i>	194
Description Of Maternal-Fetal Attachment In Public Health Community Center Yogyakarta <i>Endang Koni Suryaningsih, Sri Subiyatun</i>	201
MSMEs Empowerment Strategy in Rural Areas Facing The Society ERA 5.0 <i>Endang Sungkawati</i>	208
Learning Assessment System in Islamic Higher Education <i>Enung Nugraha</i>	217
Midwifery Student Perception of Online Learning <i>Farida Kartini</i>	226
Implications of Constitutional Court Decision No. 91/PUU-XVIII/2020 on Working Relationship with PKWT Reviewed from Legal Certainty <i>Fithriatus Shalihah</i>	234
Dynamics Of The Digitalization Era For Women Umkm Activitiest <i>Hamida Syari H Ari Sulistyanto, Wichitra Yasa, Nita Komala Dewi</i>	243
Digital Marketing for Industrial Farming <i>Haris Hermawan</i>	252
Work Experience and Work Achievement Effect On Lecturer's Career <i>Hary Murcahyanto, Mohzana, Adri Efferi, Emilda Sulasmi, Koidah</i>	259



Development of Traditional Music Learning Media Using Macromedia Flash 8 <i>Hary Murcahyanto, Mohzana , Farida Sani</i>	273
Spices Removal Heavy Metal Pollutants, Increase CA and Protein in Foods <i>Hening Widowati, Agus Sutanto, Widya Sartika Sulistiani, Evita Anggereini, Maria Ulfah, Merri Sri Hartati, Asih Fitriana Dewi</i>	285
Teaching The Capita Selecta of Zoology Era 5.0 Based on the Surrounding Approach <i>Hening Widowati, Agus Sutanto, Widya Sartika Sulistiani, Evita Anggereini, Maria Ulfah, Merri Sri Hartati, Asih Fitriana Dewi</i>	307
<b>15</b> Improved internal quality assurance system based on iso 9001:2008 with document management control (dmc) and web-based applications <i>Hermien Tridayanti Bayu Putra Airlangga</i>	325
Benefiting from Online Learning as a Shortcut to Address Society 5.0 Challenges: EFL Students' Perspective <i>Hersulastuti</i>	333
Bumdes Services Can Improve the Community's Economy In Sharia Perspective <i>Heru Cahyono, Muh. Fahrurrozi, Nursaid</i>	344
Students' Critical Thinking In Solving Hots Problems: A Case Study In Gender Perspective <i>Ida Riskiana Dewi, Umy Zahroh</i>	359
Strengthening Pedagogical Competence of 21 <sup>st</sup> Century Teachers <i>Ifit Novita Sari</i>	368
Flipped Classroom Assisted by WhatsApp: Bridging Mathematics Learning During Pandemic and Era of Society 5.0 <i>Iis Holisin</i>	376
	387

Women Protection Against Sexual Violence Based On Human Security in The Era of 5.0 Society <i>Ika Dewi Sartika Saimima</i>	393
A Mutualistic Talent Advantage In Teamwork Performance <i>Ika Nurul Qamari</i>	402
Corpus and Data-Driven Learning:Big Data for Language Teachers <i>Ikmi Nur Oktavianti</i>	413
Analysis of Leadership Style and Work Environment : The effect on employee Job Satisfaction <i>Irwan Idrus, Jumriani, Mutia Mursidiq Hasan</i>	420
The Architecture of <i>Banua tada</i> Buton, Southeast Sulawesi and its Challenges in the Future <i>Ishak Kadir, M. Husni Kotta</i>	432
Coping Strategy for the Defense of Persons with Disabilities During the Covid-19 Pandemic <i>Islamiyatur Rokhmah</i>	436
Prophets' Parenting Strategy Applied In The New Normal <i>Kana Safrina Rouzi</i>	447
4 Interconnection between Students' Cognitive Obstacles and Cognitive Load Theory in the Era of Society 5.0 <i>Kartinah</i>	456
From pandemics to business opportunities by young people: an opportunity and development <i>Kristina Sedyastuti</i>	463
Characteristics Of Lactic Acid Bacteria In Feces Of Mongoose ( <i>Paradoxurus Hermaphroditus</i> ) In District Jember <i>Kukuh Munandar</i>	470
Learning Geometry And Values From The Begalan Tradition: Ethnomatematic In Begalan Culture Of Banyumas, Indonesia <i>Kusno, Umy Zahrah, Reni Astuti, Muchtadi, Kusaeri, Triyono</i>	

The Sustainability Of Maritime Eco-Lexicon Of Bungku Language In Morowali Regency <i>La Ino, Samsul and Maliudin</i>	483
Science And Interpretation Of The Qur'an In Indonesia Tracing The Scientific Interpretation Pattern In At-Tanwir Muhammadiyah's Tafsir <i>M Nurdin Zuhdi, M. Anwar Nawawi</i>	493
Locally Community Institutional Sustainability in Environmental Isolation Faced Pandemic becomes Endemic <i>Maharani, Marlinda Irwanti, Anita Ristianingrum</i>	501
Development of Teaching Materials Based On Mathematical Reasoning To Improve Mathematical Ability <i>Maifalinda Fatra, Lilis Marina Angraini</i>	522
Telenursing in Schizophrenia <i>Mamnuaah, Noorwahyu Trihidayati</i>	531
Practice speaking and social interaction for mentally retarded children through fantasy stories and role playing <i>Marwiah</i>	539
Antibiofilm Activity of Honey in Multispecies Pathogen <i>Masfufatun, Lusiani Tjandra, Budhi Setiawan</i>	562
Mother as Mother: Welcoming the Society Era of 5.0 <i>Mohd. Nasir</i>	576
Development of Audio Visual Media Based on Macro Media Flash 8 on Dayang-Dayang Dance Learning <i>Mohzana , Hary Murcahyanto , Linda Laili Harjuni</i>	584
Leadership And Principal Work Motivation Influence On School Operator Performance <i>Mohzana, Hary Murcahyanto, Adri Efferi, Emilda Sulasmi, Koidah</i>	596

Teacher Decision Making: Strategies to Give Examples Through Posing and Solving Mathematical Problems <i>Muchtadi</i>	613
Sharia Marketing Era of Industrial Revolution 4.0 in Improving Customer Loyalty <i>Muh. Fahrurrozi, Heru Cahyono, Nursaid</i>	623
Intelligent Transportation Management System (ITMS) in Indonesia Towards Society 5.0 <i>Muh. Nashir T</i>	634
Family Education during the Covid-19 Pandemic: Efforts to Build Parent-Child Attachment <i>Muhammad Abrar Parinduri</i>	643
Implementation of Digital Marketing as Integrated Marketing Strategy for Small and Medium Business Products in Palopo City <i>Muhammad Aqsa, M. Risal</i>	659
7 Sustainable Development 4.0 in Indonesia: eTOURISM, MOBILITY, eCITIES and eDESA <i>Muhammad Ikhsan Setiawan, I Nyoman Sudapet, Agus Sukoco, Ronny Durrotun Nasihien, Che Zalina Zulkifli and Mohd Idrus Mohd Masirin</i>	668
Management of Science Learning in the Era of Society 5.0 in Indonesia <i>Muhammad Minan Chusni</i>	683
16 Culture Freedom to Learn Based on the Philosophy of the Indonesian Nation in Entrepreneurship Courses in the Era of Society 5.0 <i>Nanis Hairunisya</i>	690
Development of Children's Basic Movement Skills <i>Nevi Hardika</i>	699
Implementation of Quality-Based Islamic Worldviews Competitiveness in Industry 4.0 and Era of Society 5.0 <i>Novi Indriyani Sitepu</i>	708
	716

Disease Perception And Its Relation To Quality Of Life Of Undergoing Haemodialysis Patients <i>Nur Chayati, Nur Aini Handayani</i>	
Reconstruction of agent-based model in predicting the risk of stock On Indonesian Stock Exchange (BEI) <i>Nursaid, Heru Cahyono, Muh. Fahrurrozi</i>	727
How to Increase Customer Satisfaction Based on Service Quality, Brand, And Trust in Cafe Customers? <i>Nurul Qomariah, Wekel Mega Wisesa</i>	739
Revitalization of Islamic Religious Education Readiness Facing Era 5.0 <i>Nurzannah</i>	758
Gender Digital Divide and Empowering Women in the Industrial Age 5.0 <i>Oktiva Anggraini</i>	768
Practicing Communication, Collaboration, Critical Thinking and Creative Thinking Skills in Learning <i>Peni Suharti</i>	777
Utilization Of <i>Canva</i> In Learning To Write Poetry As A Learning Source In The Era Society 5.0 <i>Purwati Zisca Diana</i>	786
Postmethod Era and Its Implication to Language Teacher's Education <i>Purwo Haryono</i>	796
The Existence of Religion, Scripture, and Islamic Thinkers in the Era 5.0 <i>Rafiudin</i>	804
Realization of Online Learning in the Perception of Junior High School Student <i>Rizka Harfiani</i>	812
Indonesia In Society 5.0 ; Impact On Legal Policy <i>Rizka</i>	822

The Implementation of the Teaching and Learning Model of the Value Clarification Technique in Society Era 5.0 <i>Ronggo Warsito, Dhiva Maulida Rizqi Nur'Aini</i>	832
Telepsychology: Alternative Digital Mental Health Services Towards The Society Era 5.0 <i>Rr. Setyawati</i>	841
Blended Learning in Islamic Education Learning: Moderate Learning Model in Society 5.0 Ruslan, Luthfiyah	853
4 Framing English Language Teacher in Facing Society 5.0: Challenges and Adaptive Strategy <i>Salasiah Ammade, Khairil</i>	861
Vocational High School Learning In Era 5.0 <i>Singgih Prastawa</i>	871
The contribution of science in building society 5.0 <i>Siti Patonah</i>	865
Building Student Character In Writing Poetry Based On Makassar Local Wisdom In The Era Of Society 5.0 <i>Siti Suwadah Rimang</i>	897
Early Detection Services Development For The Indonesian Ethnic Group Specified In The Community Era 5.0 <i>Sri Lestari Utami</i>	899
The Impacts Of Industry 4.0 And Society 5.0 To The Sovereignty Of States Based On International Law Perspective <i>Sri Wartini</i>	911
Strengthening Financing Reform For Msmes In The Society Era 5.0 <i>Sriyono</i>	921
Science Education: Its Role in Building Scientific Attitudes in The Context of Society 5.0 Era <i>Suciati</i>	931

The Impl <sup>16</sup> entation of Pop Culture as Teaching English Media in Society 5.0 <i>Sudiran</i>	941
Characteristics of Learning Facing the Era of Society 5.0 <i>Sulastrri Rini Rindrayani</i>	949
Prevention and Control of Non-Communicable Diseases Era Society 5.0 <i>Sulistyaningsih</i>	958
Fuzzy Logic Oftimization Implementation For Optimizing Motor Speed On Barrel Machine <i>Sumardi Sadi</i>	968
Agriculture Based on Biochemistry and Information Systems in Era 5.0 <i>Suryani</i>	982
<i>Problem Based Learning</i> Model Integrated With Islamic Values <i>Sutrisni Andayani</i>	994
Development of Mathematical Learning Media Integrated Qur'an <i>Syarifah Fadillah, Yadi Ardiawan, Rahman Haryadi</i>	1003
Literacy Program in Madrasah: Challenging Lagging <i>Taufiqur Rahman, Moh. Zamili</i>	1012
EFL Teaching Innovations in Indonesia <i>Tono Suwartono, Retno Ayu Cahyaningtyas</i>	1021
Blended Learning Strategy During the COVID-19 Pandemic in Plant Tissue Culture Course <i>Trianik Widyaningrum</i>	1036
The Approach to Stunting Problems in the Society 5.0 Era <i>Wa Ode Salma</i>	1044
Environment with Technology as Highly Important Element for The Wellbeing of the Elderly <i>Wantonoro, Moh Ali Imron</i>	1053

# The Online Learning Resources in Mastering Listening Comprehension: Students' and Teachers' Perspectives

Dodi Mulyadi<sup>21</sup>

## Introduction

The internet is widely used in daily life, including education. Internet technology enables students to maximize their learning potential by providing a flexible, practical, and multifaceted online education platform. Utilizing the internet in education can be accentuated in the use of myriad online learning resources. Online learning resources in English language learning have simplified the process of acquiring English language competency by tailoring this technology to individual needs [1].

Using online learning resources to support students' interaction and knowledge production and encouraging collaborative learner autonomy has been shown to be beneficial [2]. English as Foreign Language (EFL) instruction is no exception in society 5.0, and the influence of the covid 19 pandemic, the concept of learning EFL through the internet has become the primary mode of instruction. Online learning resources using the internet have become an inseparable part of the successful learning process, either inside or outside the classroom. It has long been understood that the internet, computers, and mobile devices should assist students with their EFL learning [3].

Listening ability is a necessary skill when studying EFL. Despite the fact that listening is generally viewed as a passive skill, listening takes a significant role in everyday conversation [4]. However, English teachers and instructors sometimes disregard listening instruction. While listening comprehension has a substantial impact on an individual ability to communicate successfully. Numerous previous studies have analysed listening, but only a few have explored resources for encouraging autonomous listening classroom instruction suited to learners' preferences.

Students' preferences for online listening resources can assist them in gaining more autonomy in their English learning materials

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both in and out of class. Several studies have been undertaken to ascertain students' perceptions or experiences with listening learning resources [5], [6]. However, research exploring students' and instructors' perceptions of enhanced autonomy in listening learning is comparatively scarce. Thus, I investigated the relationship between the concept of autonomy in listening learning and online learning resources from the perspectives of both students and instructors in this study.

8

The following are the two primary research questions investigated in this study.

1. How do EFL learners perceive online learning resources in mastering listening comprehension in an online learning context?
2. How do EFL teachers perceive online learning resources in mastering listening comprehension in an online learning context?

### **Research design and Instruments**

This study taking place between September and November 2021 employed a mixed-methods approach, distributing a questionnaire and conducting a semi-structured interview. A questionnaire was administered using an open-ended question about EFL learners' experiences in utilizing online learning resources in mastering and developing their listening abilities. Furthermore, semi-structured interviews were gathered to elicit more detailed information and ascertain the rationale for selecting learning resources. Subsequently, two experts validated this interview protocol before administering them to participants.

### **Research procedure**

The questionnaire was piloted with 15 English language students and two EFL teachers at a private university in Semarang. It was undertaken to ascertain the data's validity and reliability. The content and improvements in the use of linguistics, resources, and trends in listening instruction were validated through expert validation. Two senior academics evaluated the content validity of blended learning practices by evaluating all categories and indicators, followed by the reliability, which was determined to be between 0.84 and 0.96. As a result, the questionnaire has been determined to be valid and reliable.

All participants completed questionnaires, ensuring that all data would be kept private and used strictly for the objectives of this study. The questionnaire was designed online using Microsoft Forms

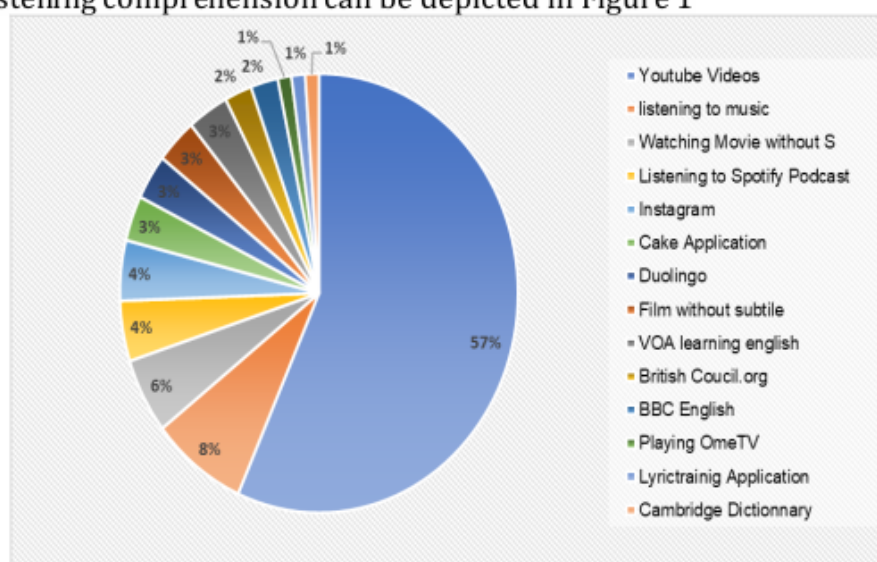
and was supposed to take approximately 15 to 20 minutes to complete. Two weeks were given to participants to complete the survey thoroughly.

As a follow-up to the questionnaire results, semi-structured interviews were conducted to ascertain the difficulties or obstacles EFL students and EFL teachers experienced in using online learning resources. To wit, they assessed the scope and quality of their perspectives due to their listening experiences. The interviews were recorded and then transcribed verbatim for analysis.

## Results

### ***Q1: How do EFL learners perceive online learning resources in mastering listening?***

Results of an open-ended survey from EFL learners' perspectives toward the utilization of online learning resources in enhancing their listening comprehension can be depicted in Figure 1



**Figure 1. EFL Learners' Experiences in Using Online learning resources in Mastering Listening Comprehension**

According to Figure 1, EFL students were more likely to use YouTube as a language learning resource than other resources. They consumed YouTube at a rate of more than 50% mastering English, especially in mastering listening skill. This finding is verified by the interview results included in the following extracts, with E referring to the interview excerpt and T to the EFL teacher and L to EFL learners.

E1 : *"I frequently learn from YouTube because it makes the process of learning English much more enjoyable, and for me, learning to use videos helps me comprehend the content more quickly."* (L3).

This finding aligns with the previous study that YouTube videos as learning materials are rising due to a content-based instructional (CBI) approach to English language teaching (ELT). Additionally, YouTube provides authentic learning, enriching the student learning experience and preparing graduates for future jobs [5]. To succeed in English as a second language (EFL), students must access authentic resources and a supportive learning environment [7].

Furthermore, this data demonstrates that students in English classes use a variety of tools to improve their listening skills. EFL learners master English, particularly listening comprehension, by frequently involving the usage of applications related to listening to music, which account for approximately 8% of the total. In addition, another Source, Films without subtitles, were deemed as favourite online English media or resources in enhancing their listening abilities. The use of movies as language learning materials emphasized the importance of establishing techniques for informal settings, particularly mobile settings, for ELT majors who are lifelong learners [6].

Interestingly, four students from 90 students in the study choose to enhance their listening abilities by listening to Spotify podcasts. To wit, listening to podcasts can assist students in developing a more self-sufficient ability for English learning [8]. Podcasts are a teaching medium that can boost knowledge and motivation in listening mastery among students with poor English language abilities [9].

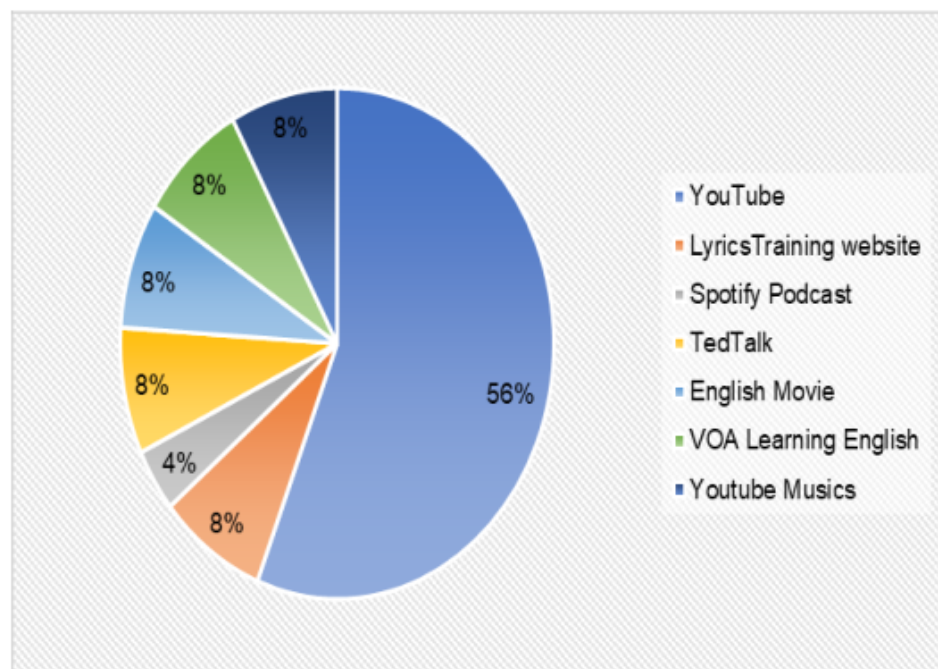
Some applications can be installed on Android or viewed on Windows, such as Duolingo cake applications and lyrical training applications. However, its usage occurs only in part or at a very low rate. Only 1% of people use the OmeTV program for mastering listening comprehension and utilize the Cambridge dictionary. When learners are learning a new language, it is essential that they listen to the target language in context rather than as isolated words or sentences.

To sum up, these findings, it can be inferred that YouTube is a prevalent educational resource for EFL students. Students are

more likely to use YouTube to improve their listening skills than other applications. Therefore, EFL teachers need to develop their capabilities in the use of technologies to produce instructional videos that can be published on YouTube. Additionally, teachers should promote listening material in the form of learning to listen to music and podcasts that can be obtained via Spotify or YouTube music. As a result, students can engage in additional learning activities aimed at increasing their listening comprehension.

**RQ 2: How do EFL teachers perceive online learning resources in mastering listening skills?**

Figure 2 illustrates EFL teachers' experiences in utilizing online learning resources in teaching listening class.



**Figure 2. EFL Teachers' Experiences in Using Online learning resources in Teaching Listening Class**

Meanwhile, the teacher's perspective on selecting learning resources in mastering listening comprehension can be seen in Figure 2. It shows that the teacher's point of reference when it comes to teaching listening class. Interestingly, EFL teachers' perspectives of listening learning resources showed that YouTube contributes to the successful learning resources in mastering listening class. This

finding is relatively similar to the students' responses, where 56% of teachers believe that YouTube is a favourite learning resource for teaching listening. The interview results of the EFL teachers support this data, as can be seen in Excerpt 2.

E2: *"I think learning English through YouTube has a huge impact on Listening skill since students can receive material in the form of audio-visual and motion pictures, which enables them to grasp the material more quickly, practically, and enjoyable". (T1).*

Additionally, it shows their understanding of the benefits of using interactive strategies to acquire content and improve pronunciation [10]. YouTube is regarded as a learning resource that may provide authentic listening comprehension materials since it enables students to develop their language abilities through observation of many variations in communication practice [11]. Nevertheless, there are certain drawbacks to using YouTube to find instructional information. Teachers need to devote more time to previewing and selecting language and context films appropriate for classroom use and preparing exercises for their students based on the videos [5].

However, when the number of variations in learning resources is considered, it becomes clear that there is a minimal variation from the teacher's perspective. The teacher utilizes lyrics training, which is also popular among teachers due to the program's apparent effectiveness and utility in boosting listening abilities. It is a strong possibility, as children benefit from listening to music while they learn. Additionally, with lyric training, pupils can be assigned songs that are both popular and enjoyable. This finding is corroborated with the result of the interview in Excerpt 3.

E3 : *"Listening to music from anywhere and watching movies makes the learning atmosphere interesting and fun and easier to my learners" (T2)*

Nowadays, many people, especially those who grew up with smartphones, seem to like listening to music. These findings suggest that songs can be utilized to teach English multi-word units or expressions. From an ELT standpoint, songs have the ability to reach a diverse audience [12]. The previous research shows that the group taught through listening to music outperformed the control group in memory [12].

Additionally, a source of listening education is consistent with students' perceptions, namely Spotify podcasts. This podcast is nearly identical to student impression, although the number is significantly higher at 8%. Besides, English films were also considered an effective online learning source. Students can benefit from learning materials in the form of films by better comprehending the context of the situation and gaining greater practical mastery of the language [3]. It means that the learning resources that we as teachers must prepare must be diverse—beginning with podcasts.

Furthermore, VOA (Voice of America) was considered a popular source for teaching listening comprehension to increase pupils' enjoyment of learning via a website. This finding is supported by the result of the interview in E5. This finding was supported with the previous study that VOA or BBC news resources can give students current information and language practice, as well as cultural awareness and practice with their listening ability [3].

*E5 : "Why I suggested to use VOA learning English website because the content offered by VOA websites covers a vast variety of subjects, the focus appears to be on western countries, particularly American culture." (T1)*

Lyrictraining website was also considered as the potential online learning resource in listening instruction. According to prior research, using the LyricsTraining application in the Basic Listening course can help students enhance their English mastery, particularly in terms of pronunciation, vocabulary knowledge, and listening skills [13].

Furthermore, in providing listening materials from a lecture or long talk, TEDtalks website was deemed as the favourite online learning resource. A prior study confirmed that watching TEDTalks benefits Indonesian EFL students by assisting them in acquiring new vocabulary, developing their listening comprehension, and increasing their enthusiasm [14].

### **Conclusion**

This study investigated perspectives of EFL teachers and EFL learners on online learning resources in mastering listening comprehension instruction. Over half of EFL students accessed YouTube to learn more listening comprehension with authentic learning videos. They also believed in various online learning

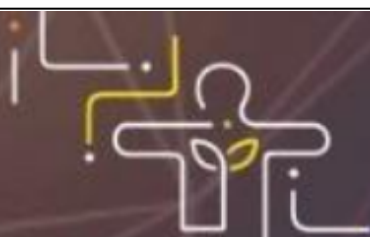
resources in mastering listening proficiency, including listening to music, Spotify podcasts to Duolingo, VOA learning English, BBC News, lyrical training applications, OmeTV, and Cambridge dictionary. Meanwhile, EFL teachers' perspectives on choosing online resources show that YouTube, lyrics training website, Spotify podcast, TEDTalk, English movie, and YouTube music are fruitful in listening instruction. Like EFL students, EFL teachers believed that YouTube plays a significant learning resource in mastering English listening comprehension. Therefore, EFL teachers must learn how to use technology to create educational videos for YouTube in order to enhance students' learning engagement in listening class.

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## EMBRACING SOCIETY 5.0 WITH HUMANITY

Society 5.0 is a concept presented by the Japanese as a core concept of their economic system. They believed that technology should not surpass the intelligent of men. As such, in society 5.0 the Japanese government would like to ensure that all technological things are designed to be a human-centered design. In fact, their ministry of education in 2018 has also been readily prepared the future generation through a change in their education system. For example, the minister explains that in Japan, or many parts of the world, university entrance are divided into two main concentrations, which are science and social science. The minister thought of changing the system, as society 5.0 is about creating a technology that is human centered. For instance, they gave an example on designer babies. If, people from hard science learn about philosophy, ethics, and humanities, they won't face such ethical concern when developing a product. This is what is being envision by the Japanese government for their younger generation. Collaboration between science and social science is necessary to build a better environment for our future children. Another example is the companies in Japan, such as Hitachi and Fujitsu has already been implementing this 5.0 by designing product that relied fully on technology but puts human at its center (Hitachi, 2017).

Likewise, it is currently a hot topic in Indonesia. Indonesia as a country with the 4th largest population in the world has not been implemented this concept. Our country is still on the industry 4.0. Yet, with the rising interest in AI, Blockchain, NFT, number of unicorn start-up, and all recent technological changes, our country are ready to compete with any other countries in Southeast Asia. Society 5.0 is coming, and we need to embrace it. To prepare with the society 5.0, It is not only the technological side. It is necessary for us to have a strong principle at hearts that based on our belief system. We, as an Indonesian have known to be religious that most of us believed in God. We also commonly practice our religion and tend to be kind to people because we know God would love our good deeds. I personally think that this will help us to move forward and live together with advanced technology.

Technology begets a very important leap in human's life journey. It is important to keep valued of the benefit but it's more important to look out for the human itself. As its purpose is smarter than us, to help us, it will be very ideal if we embrace the technology using our ability to be kind.

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