



# Classroom Design Strategies for Improving Listening Comprehension in Digital Learning Contexts

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## Abstract

In the digital era, English learning has increasingly integrated online platforms and digital technologies, making it essential to create a conducive classroom environment to support effective learning, particularly in improving students' listening skills; therefore, this study aims to review current research on how digital tools and strategies enhance the listening learning process in schools. This study employs a qualitative descriptive approach through a literature review, with data collected from journal articles, books, conference papers, and online sources published between 2014 and 2024, and analyzed using thematic content analysis to identify key tools, strategies, and challenges in integrating digital media into listening instruction. The findings indicate that digital tools such as YouTube, Podcasts, and other applications significantly improve students' listening skills by providing authentic, engaging, and interactive learning experiences, enhancing motivation, comprehension, and overall learning quality, although their effectiveness largely depends on teachers' ability to select appropriate content and design meaningful activities. In conclusion, integrating digital technologies can create a more conducive learning environment and improve students' listening proficiency; however, teachers must adapt to ongoing technological changes, develop creative teaching strategies, and engage in continuous professional development to maximize learning outcomes in the digital era.

**Keywords:** English Learning, Listening Skills, Conducive Learning Environment, Digital Learning, Educational Technology

## Introduction

Indonesia's education system has undergone significant reforms in recent years to respond to the demands of 21st-century learning, highlighting the importance of adaptive and student-centered educational practices. One of the most transformative changes is the introduction of the Merdeka Curriculum (Freedom Curriculum) by the Ministry of Education, Culture, Research, and Technology in 2022. Unlike its predecessor, the Kurikulum 2013 (K-13), which followed a more rigid and standardized approach, the Merdeka Curriculum prioritizes flexibility and student-centered learning, allowing teachers to adapt lesson plans and instructional strategies to accommodate students' diverse needs. This shift is important as it aligns with global educational trends that emphasize critical thinking, creativity, collaboration, and active learning, which are essential skills in today's interconnected and information-rich world (Kemendikbud, 2022; Tomlinson, 2017).



At the heart of the Merdeka Curriculum lies the Pancasila Student Profile, which identifies six core competencies: faith, creativity, critical thinking, independence, cooperation, and global citizenship (Kemendikbud, 2022). These values are intended to produce students who excel academically and exhibit strong character and social responsibility. The Merdeka Curriculum's holistic approach combines academic, personal, and social development, aiming to equip students with the necessary skills to navigate modern society's complexities (Emilia, 2021). However, despite these intended goals, challenges remain in its implementation, particularly regarding how teachers interpret and apply these competencies in classroom practices, as well as inconsistencies in resources, training, and readiness across different educational contexts.

Literature on curriculum reform in developing countries underscores the importance of flexible teaching approaches and teacher autonomy to address diverse student needs, principles that are central to the Merdeka Curriculum. Teachers are encouraged to adopt active learning techniques, such as Project-Based Learning (PBL) and the Genre-Based Approach (GBA), to foster critical thinking and practical skills essential for language learning (Shin, 2018; Emilia, 2021). For example, PBL enables students to apply language skills in real-world contexts, which enhances engagement and relevance, while GBA helps students master the structure and conventions of various text genres, which is vital for effective communication in English (Derewianka, 2015).

However, implementing the Merdeka Curriculum has introduced new challenges, especially for educators accustomed to the prescriptive frameworks of past curricula. With the increased autonomy and responsibility demanded by the Merdeka Curriculum, teachers must not only understand its core objectives but also adapt these to diverse educational settings. For teachers in nonformal Education, such as Rumah Belajar Aksi-Inspirasi, these challenges are amplified by infrastructural constraints, limited access to professional development, and scarce technological resources (Darmawan & Surya, 2023). Consequently, teachers in these regions often struggle with acquiring appropriate learning materials, technology, and training necessary for adopting innovative instructional practices (Firman, 2023).

English language teaching, in particular, faces unique challenges under the Merdeka Curriculum due to its emphasis on active learning, genre-based approaches, and technology integration. As English is a required subject within Indonesia's national curriculum, teachers in nonformal education, where students typically have minimal exposure to English outside the classroom, face difficulties in fostering both engagement and proficiency (Lamb & Coleman, 2008). Additionally, the curriculum's emphasis on technology-driven instruction is challenging to implement in areas with limited digital infrastructure (Dudeney & Hockly, 2016).

Although some studies have explored the broader implementation of the Merdeka Curriculum, limited research has been conducted on its specific impact on English language instruction, particularly at the elementary School and junior high school level in less urbanized regions such as nonformal Education (Sari, 2023; Kusuma & Ferdaus, 2022). Most existing research tends to compare the Merdeka Curriculum with previous frameworks like K-13 or assess its general advantages and challenges, often overlooking subject-specific and region-specific nuances. Consequently, these studies frequently do not address the distinctive requirements of English language teaching, especially in areas where consistent exposure to English is limited.

To address this gap, this study examines the implementation of the Merdeka Curriculum in English language instruction in Rumah belajar Aksi Inspirasi through three research questions: (1) How do English teachers prepare lesson plans and implement these lesson plans in the classroom within the Merdeka Curriculum framework? (2) What are the outcomes of student achievement in English under the Merdeka Curriculum?"

This research investigates how English teachers in Rumah belajar aksi-inspirasi design curriculum-aligned lesson plans, analyzes the instructional strategies used to implement these plans, and evaluates the academic outcomes of students learning English under the Merdeka Curriculum framework. By focusing on the strategies employed by English teachers, this study aims to deepen understanding of how the Merdeka Curriculum influences English language teaching in this region. Findings from this research will offer practical insights for developing targeted professional training, refining curriculum content, and informing policy decisions that

support educators in realizing the curriculum's goals of enhancing both academic achievement and character development among students (Ambarita, 2023).

## Methods

This study employs a qualitative descriptive research method using a literature review approach. The data were collected from various sources such as journal articles, books, conference papers, and online resources that discuss the creation of a conducive learning environment for English listening skills in the digital era.

The research procedure involved several steps: (1) Identification of Sources: Relevant studies from 2014 to 2024 were selected, focusing on the use of digital tools (e.g., YouTube, TikTok, Podcasts) in English language classrooms (Rorimpandey, 2019; Yovita & Purnamaningsih, 2022; Khusnul Fatonah, 2021). (2) Data Collection: The selected studies were analyzed to identify strategies, tools, and challenges in implementing digital media for listening learning (Almurashi, 2016; Abbasian et al., 2016). (3) Data Analysis: A thematic analysis was applied to synthesize findings and categorize them into key themes, such as the role of digital platforms, classroom environment factors, benefits, and challenges (Sitorus et al., 2022; Wayan & Utami, 2022). (4) Interpretation: The results were interpreted to highlight how teachers can design a conducive classroom environment and how students' listening skills can be enhanced through digital integration (Arifin, 2017; Aji, 2018). This method is considered appropriate because it allows the researcher to critically review and synthesize existing studies, providing a comprehensive understanding of best practices and challenges in creating a conducive classroom environment for listening in the digital age.

The research design of this study follows a descriptive qualitative literature review framework. According to Karney (2006), a conducive learning environment can be explored through systematic analysis of existing studies, while Warschauer (2000) emphasizes the role of technology in enhancing educational environments. Based on this, the design of the study is structured as follows: (1) Research Focus, to examine how digital tools (YouTube, TikTok, Podcasts, etc.) contribute to creating a conducive classroom environment for listening skill development (Rorimpandey, 2019; Yovita & Purnamaningsih, 2022). (2)

Data Source, secondary data from journals, books, and conference proceedings related to English learning, digital media, and listening skills (Al-Azri & Al-Rashdi, 2014; Almurashi, 2016). Data Collection Procedure, selection of studies published between 2014–2024 to ensure relevance with the current digital era (Sitorus et al., 2022; Wayan & Utami, 2022). Inclusion criteria: studies focusing on digital platforms in English listening classes; exclusion criteria: studies unrelated to listening or not involving digital tools. Data Analysis, thematic content analysis was applied by categorizing findings into themes: The role of YouTube in listening learning (Rorimpandey, 2019). TikTok as an engaging learning medium (Aji, 2018; Yovita & Purnamaningsih, 2022). Podcasts as an innovative audio-based tool (Khusnul Fatonah, 2021; Wayan & Utami, 2022). Comparative synthesis was also used to identify similarities and differences across studies (Abbasian et al., 2016; Akbari & Razavi, 2016). Expected Outcomes, to provide a comprehensive model of how teachers can create a conducive listening classroom environment through the integration of digital tools (Karney, 2006; Solihin et al., 2022).

The subjects of this research are published studies and scholarly works related to English listening learning in the digital era. The data sources include: Journal articles discussing the use of YouTube in listening learning (Rorimpandey, 2019). Studies analyzing the role of TikTok as a learning medium (Aji, 2018; Yovita & Purnamaningsih, 2022). Research on Podcasts as innovative audio-based learning tools (Khusnul Fatonah, 2021; Wayan & Utami, 2022). Additional references on learning environments and digital integration in education (Karney, 2006; Sitorus et al., 2022). These studies serve as the research subjects because they represent authentic and diverse perspectives on creating a conducive classroom environment in the digital age.

Since this study applies a literature review method, the main instrument is the researcher as the key instrument (Sugiyono, 2018), supported by: Documentation Checklist – to organize collected sources such as author, year, topic, type of digital tool, and findings. Thematic Coding Framework – to classify findings into themes (e.g., YouTube-based listening, TikTok engagement,

Podcast innovation). Content Analysis Matrix to compare and synthesize similarities, differences, and challenges across studies (Abbasian et al., 2016; Akbari & Razavi, 2016). This combination of instruments ensures that data are systematically categorized and analyzed, leading to comprehensive conclusions on how digital media can enhance listening learning in conducive classroom environments.

The data in this study were analyzed using thematic content analysis. After collecting and organizing the relevant literature from journals, books, and conference papers, the researcher carefully read and reviewed each source to identify recurring patterns, concepts, and strategies related to the use of digital tools in creating a conducive classroom environment for listening skills. The analysis process involved classifying the data into themes such as the role of YouTube in enhancing listening comprehension (Rorimpandey, 2019), the potential of TikTok in building interactive and engaging learning experiences (Yovita & Purnamaningsih, 2022), and the innovation of Podcasts as an audio-based medium for language learning (Khusnul Fatonah, 2021; Wayan & Utami, 2022).

These themes were then compared and synthesized to highlight similarities, differences, benefits, and challenges across studies. Furthermore, the researcher interpreted the findings by linking them to theories of conducive learning environments (Karney, 2006) and the integration of technology in education (Warschauer, 2000). Through this process, the analysis provided a comprehensive understanding of how digital platforms contribute to improving students' listening abilities and how teachers can design classroom conditions that are both comfortable and effective in the digital era.

## Findings

The findings of this study reveal that the integration of digital tools plays a significant role in creating a conducive classroom environment for listening skill development in the digital era. First, YouTube has been found to be one of the most effective platforms for listening activities. Studies indicate that using YouTube videos not only familiarizes students with authentic English content but also increases their motivation and concentration in class (Rorimpandey, 2019; Almurashi, 2016). Students are able to re-explain ideas, analyze information, and practice listening comprehension more effectively when supported by visual and audio content.

Second, TikTok has emerged as an engaging tool that provides students with interactive learning opportunities. Although initially perceived as a platform with negative influence, recent studies show that TikTok contributes positively to education by allowing students to access short, creative, and easy-to-understand content (Aji, 2018; Yovita & Purnamaningsih, 2022). Teachers can monitor students' engagement, encourage creativity through video-making, and build an interactive classroom atmosphere. As a result, TikTok not only supports listening practice but also fosters collaboration, creativity, and critical thinking.

Third, Podcasts are identified as an innovative and effective audio-based medium for listening classes. Research shows that podcasts allow students to sharpen their listening and memory skills by engaging with monologues, interviews, and dialogues in English (Khusnul Fatonah, 2021; Wayan & Utami, 2022). The use of teacher-made podcasts or downloaded materials from platforms like Spotify has been proven to enhance focus and provide authentic listening experiences, making learning more practical and accessible.

Overall, the analysis of these studies highlights that YouTube, TikTok, and Podcasts significantly contribute to the development of students' listening skills when applied in well-prepared and supportive classroom environments. However, the findings also indicate that the success of these tools depends largely on the teacher's ability to select appropriate content, design engaging activities, and ensure a balance between entertainment and educational purposes (Karney, 2006; Sitorus et al., 2022). In addition, supervision from both teachers and parents remains crucial to prevent students from accessing inappropriate materials.

Thus, the findings confirm that digital platforms can create a conducive learning environment by providing authentic, engaging, and interactive listening experiences. At the same time, they highlight the importance of teacher creativity, technological competence, and continuous professional development to maximize the benefits of these tools in the classroom.

### Creating Conducive Listening Classroom in the Digital Era

The findings indicate that creating a conducive classroom for listening in the digital era requires a balance between the physical environment, social interaction, and technological integration. A well-prepared physical environment such as organized seating arrangements, clean classrooms, and the availability of supporting facilities like projectors, speakers, and internet access—provides students with comfort and focus, enabling them to engage more effectively in listening activities (Herdi Setiawan & Fauzan, 2022; Pahlawan et al., 2022). Classrooms that are neat, well-facilitated, and equipped with digital tools encourage students' motivation and interest in learning, while poorly organized environments discourage participation and concentration.

The social environment also plays a significant role. Findings show that supportive interactions between teachers and students help create a learning atmosphere where learners feel safe and confident to express opinions, collaborate, and actively participate in listening tasks (Hendrizal, 2019). When students perceive their classroom as comfortable and collaborative, they are more likely to engage critically and creatively in the learning process.

Furthermore, the integration of digital tools is identified as a key factor in building conducive listening classrooms. Studies emphasize that platforms such as YouTube, TikTok, and Podcasts provide authentic, engaging, and diverse input that strengthens students' listening comprehension and expands their exposure to real-world English (Rorimpandey, 2019; Yovita & Purnamaningsih, 2022; Khusnul Fatonah, 2021). These tools not only enrich the classroom experience but also allow teachers to adopt new strategies that keep students motivated and connected with their learning.

In summary, the findings demonstrate that conducive listening classrooms in the digital era are created through the synergy of three main components: (1) an organized and well-facilitated physical space, (2) a supportive and collaborative social environment, and (3) the meaningful use of digital platforms that bring authentic and interactive experiences. Together, these elements enable students to engage more deeply in listening activities, fostering both proficiency and confidence in English learning.

#### The Role of Digital Tools in Creating Conducive Environment in Classroom

The findings reveal that digital tools play a pivotal role in supporting the creation of a conducive classroom environment, particularly in enhancing students' listening skills. Digital platforms such as YouTube, TikTok, and Podcasts provide authentic language input, multimodal resources, and interactive experiences that significantly improve students' engagement and comprehension.

YouTube, for instance, offers authentic materials through lectures, interviews, and real-life conversations that help students become more familiar with English in diverse contexts. Findings show that learners demonstrate increased concentration, stronger memory retention, and better comprehension when exposed to YouTube videos as part of their listening lessons (Arifin, 2017; Rorimpandey, 2019). Teachers can also integrate videos with discussion and note-taking activities to foster active participation and critical thinking (Arsyad, 2010).

Similarly, TikTok contributes to classroom engagement by presenting short, visually appealing, and easy-to-understand content. Findings suggest that students feel motivated and more interactive when listening materials are delivered through TikTok videos (Aji, 2018; Yovita & Purnamaningsih, 2022). Teachers are also able to monitor students' learning progress through feedback features, making the learning environment more collaborative and student-centered. The platform not only develops listening comprehension but also enhances creativity and peer collaboration, aligning with the digital habits of millennial learners.

Podcasts further enrich the conducive classroom environment by offering flexible, audio-based materials that sharpen students' listening and memory skills. Research indicates that both teacher-created and curated podcasts from platforms such as Spotify enable learners to focus on listening comprehension in authentic and meaningful ways (Khusnul Fatonah, 2021; Wayan & Utami, 2022). In addition, podcasts provide opportunities for students to develop both listening and speaking skills by retelling content, thereby reinforcing comprehension and communication.

Overall, the findings confirm that digital tools not only make listening classes more engaging but also support the creation of a comfortable and interactive environment where students feel encouraged to learn. However, their effectiveness largely depends on teachers' creativity and

ability to select appropriate digital resources (Sitorus et al., 2022). Thus, the role of digital tools in creating a conducive classroom is not limited to providing resources but extends to transforming the classroom into an active, motivating, and student-centered learning space.

### YouTube

The findings show that YouTube is one of the most effective and widely used digital tools in creating a conducive environment for listening classes. As a platform that provides authentic and diverse audiovisual content, YouTube allows students to experience real-life English usage in contexts such as interviews, conversations, lectures, and storytelling. This exposure helps students to become more familiar with natural pronunciation, intonation, and vocabulary, thereby improving their listening comprehension skills (Arifin, 2017; Rorimpandey, 2019).

In practice, YouTube supports listening lessons by providing both visual and auditory stimuli, which increases students' concentration and makes the classroom more engaging. Students are encouraged to identify key information, summarize content, and retell what they have watched and heard. Findings reveal that such activities foster critical thinking, improve memory retention, and enhance fluency in retelling, making the listening process more interactive and effective (Arsyad, 2010).

Moreover, the use of YouTube in the classroom contributes to a more conducive learning atmosphere by breaking the monotony of traditional teaching methods. Students report higher motivation and interest when exposed to video-based materials, as the content feels relevant and relatable to their daily lives (Almurashi, 2016). Teachers, meanwhile, are able to adopt a facilitator role, guiding discussions, posing questions, and encouraging peer interaction after video sessions, thus making the learning process more student-centered (Rorimpandey, 2019).

In addition, findings indicate that students benefit not only in terms of listening comprehension but also in building confidence to express their ideas and engage in classroom discussions. By providing authentic input and opportunities for active participation, YouTube enhances both the quality of listening activities and the overall classroom environment, making it more conducive to effective English learning.

### TikTok

The findings indicate that TikTok has transformed from an entertainment platform into an innovative educational tool that contributes to creating a conducive classroom environment for listening learning. Initially viewed as a social media application with negative influence, TikTok has now been widely recognized as a medium that supports interactive, creative, and student-centered learning (Aji, 2018; Yovita & Purnamaningsih, 2022).

In listening classes, TikTok provides short and engaging audiovisual content that aligns with students' digital habits, making it easier for them to focus and retain information. Teachers are able to create or share educational content in the form of short videos, which students can repeatedly watch, analyze, and respond to. Findings show that this feature allows students to not only practice listening comprehension but also express their understanding through comments, "stitching," or by creating their own response videos (Yovita & Purnamaningsih, 2022). This process fosters creativity, collaboration, and deeper engagement with the learning material.

Moreover, TikTok enhances teacher-student interaction, as educators can track whether students have engaged with the content and provide immediate feedback. This monitoring system encourages accountability and strengthens classroom participation. Findings also reveal that students become more confident in expressing ideas and opinions when given opportunities to remix or reproduce content, which contributes to a more dynamic and conducive classroom atmosphere (Nabilah et al., 2021; Devi, 2021).

The integration of TikTok into listening lessons has also been linked to the development of 21st-century competencies, including digital literacy, critical thinking, and creativity. By utilizing familiar digital platforms, teachers bridge the gap between students' everyday digital practices and academic learning, making the classroom environment more relevant and engaging (Sitorus et al., 2022).

In conclusion, the findings confirm that TikTok, when strategically integrated, not only improves students' listening skills but also creates a conducive, interactive, and motivating learning environment. Its effectiveness, however, depends on careful content selection and

teacher guidance to ensure that the platform is used meaningfully and does not lead to distractions.

### Podcast

The findings highlight that podcasts serve as an effective and innovative medium to support listening skill development and contribute to creating a conducive classroom environment. As an audio-based digital tool, podcasts expose students to authentic spoken English in various formats, such as interviews, monologues, and dialogues, which helps them improve their listening comprehension, vocabulary, and pronunciation (Khusnul Fatonah, 2021; Wayan & Utami, 2022).

In the classroom context, podcasts provide flexibility because teachers can either design their own content tailored to specific learning objectives or use existing resources from platforms such as Spotify or BBC Learning English. Findings reveal that teacher-made podcasts are particularly beneficial, as they can be adapted to the curriculum, adjusted to students' proficiency levels, and integrated with supplementary tasks such as note-taking, summarizing, or group discussions (Khusnul Fatonah, 2021). This approach enhances student engagement and allows listening activities to be more structured and purposeful.

Furthermore, podcasts create opportunities for interactive learning. Students can be assigned to produce their own short podcasts, which not only strengthens their listening skills but also encourages speaking practice, creativity, and collaboration. Findings indicate that this dual function—listening and producing content—creates a more dynamic and participatory classroom environment, making students feel more involved in the learning process (Wayan & Utami, 2022).

Podcasts are also reported to increase students' focus and concentration compared to traditional listening methods. The use of additional elements such as background music, sound effects, or thematic dialogues makes the listening experience less monotonous and more engaging. Findings suggest that students become more confident in retelling and interpreting what they hear, which demonstrates significant improvement in comprehension and memory retention (Khusnul Fatonah, 2021).

In conclusion, podcasts play a crucial role in establishing a conducive listening classroom by offering authentic, flexible, and interactive audio-based learning experiences. They not only strengthen students' listening abilities but also enhance their motivation, creativity, and collaboration. However, their success depends on the teacher's ability to design meaningful content and integrate podcasts effectively into the overall learning objectives.

### Challenges and Solutions

The findings also reveal that while digital tools such as YouTube, TikTok, and Podcasts contribute significantly to creating a conducive classroom environment for listening, their integration is not without challenges. One major challenge is that teachers are required to master technological skills and continuously adapt to rapid digital developments. Not all educators are equally prepared to utilize these platforms effectively, which may limit their potential in supporting learning (Sitorus et al., 2022). Without sufficient competence and creativity, digital tools risk being used superficially rather than meaningfully.

Another challenge lies in the potential misuse of digital platforms by students. Applications like TikTok and YouTube may expose learners to irrelevant or inappropriate content if not properly monitored. This raises concerns about distractions, lack of focus, and the risk of students consuming non-educational material during learning sessions (Nabilah et al., 2021). Hence, both teacher and parental supervision are crucial to ensure that students remain on task and use the platforms for educational purposes.

Findings also indicate that infrastructure and accessibility issues such as limited internet connectivity, lack of devices, or insufficient classroom facilities pose barriers to fully optimizing digital tools in listening lessons (Aulia & Miboy, 2021). These limitations especially affect schools in underdeveloped areas, where technological resources may not be equally available.

To address these challenges, several solutions are proposed. First, continuous professional development for teachers is essential so that they can acquire the necessary digital literacy, pedagogical skills, and creativity to integrate technology effectively into listening lessons (Solihin et al., 2022). Second, collaboration among educators through workshops, study groups, and peer

discussions can help share best practices and strategies to overcome common difficulties. Third, monitoring and guidance from teachers and parents should be strengthened to ensure safe and productive use of digital platforms. Finally, schools and institutions must invest in improving infrastructure and providing equitable access to technological facilities to ensure all students benefit equally from digital learning opportunities.

In summary, the findings confirm that challenges in integrating digital tools into listening classrooms mainly stem from teacher readiness, student management, and infrastructural gaps. However, with proper training, supervision, and institutional support, these challenges can be transformed into opportunities for creating an innovative, interactive, and conducive classroom environment.

## Discussion

The findings of this research align with previous studies emphasizing the importance of technology in creating effective learning environments. As Warschauer (2000) argues, digital tools can increase students' interest and motivation by providing memorable classroom experiences, which is evident in the use of YouTube, TikTok, and Podcasts. These platforms provide opportunities for students to interact with authentic English materials, making the listening process more engaging and relatable. However, while these benefits are widely acknowledged, it is also important to consider whether all students and educational contexts can equally access and benefit from such technologies.

The use of YouTube supports the development of students' critical thinking and comprehension by presenting real-life contexts and authentic language input (Rorimpandey, 2019; Almurashi, 2016). Similarly, TikTok demonstrates how non-traditional platforms can be repurposed for educational objectives, showing that learning can be effective when aligned with students' interests and daily digital practices (Aji, 2018; Yovita & Purnamaningsih, 2022). Podcasts, on the other hand, illustrate the value of auditory input in listening development, providing flexible and accessible ways for students to practice outside the classroom (Khusnul Fatolah, 2021; Wayan & Utami, 2022). Despite these positive outcomes, some studies also indicate potential drawbacks, such as distractions, overreliance on technology, and unequal digital literacy among students, which may influence the effectiveness of these tools.

These findings also highlight the dual responsibility of teachers: to create a conducive environment and to act as mediators between technology and learning outcomes. Teachers must carefully curate content and design learning activities that not only utilize digital platforms but also maintain pedagogical effectiveness (Karney, 2006; Sitorus et al., 2022). Without proper guidance, students may become distracted or consume content irrelevant to learning objectives. Therefore, the role of teacher creativity and competence is indispensable in ensuring that digital platforms are integrated meaningfully into listening lessons. This raises an important consideration regarding how far teachers are prepared to balance technological integration with pedagogical goals in diverse classroom settings.

Furthermore, this discussion underlines the importance of professional development for teachers to keep pace with technological innovations. Continuous training and collaboration can help teachers adapt to the changing educational landscape and maximize the benefits of digital learning environments (Solihin et al., 2022). By combining pedagogical strategies with technological tools, teachers can ensure that students not only improve their listening skills but also develop critical competencies such as creativity, collaboration, and digital literacy—skills that are essential in the digital era. The implications of these findings suggest that effective implementation requires not only access to technology but also sustained support systems for teachers and learners.

In conclusion, the discussion emphasizes that creating a conducive listening classroom in the digital era requires a balance between leveraging digital tools and maintaining effective teaching strategies. The findings suggest that while YouTube, TikTok, and Podcasts have great potential, their success depends on teacher expertise, student engagement, and institutional support, as well as careful consideration of the challenges and limitations identified in previous research.

Table 1: Digital Applications in Listening Learning

Application/Tool	Findings	Discussion
Digital Tools in General	Digital tools such as YouTube, TikTok, and Podcasts increase students' motivation, engagement, and listening comprehension (Warschauer, 2000).	While digital tools enhance learning experiences, their effectiveness depends on equal access and students' readiness. Not all educational contexts can fully benefit due to technological gaps, raising concerns about equity in digital learning.
YouTube	Provides authentic audiovisual input that improves comprehension, critical thinking, and memory (Rorimpandey, 2019; Almurashi, 2016).	YouTube supports multimodal learning and real-life exposure; however, excessive or unguided use may lead to distraction or passive learning. Teachers must ensure purposeful integration to maximize learning outcomes.
TikTok	Offers short, engaging, and interactive content that increases motivation and creativity (Aji, 2018; Yovita & Purnamaningsih, 2022).	Although TikTok aligns with students' digital habits, it may also introduce distractions and non-educational content. This raises questions about how effectively it can be controlled and used for sustained learning.
Podcasts	Provide flexible, audio-based learning that improves listening skills, focus, and memory (Khusnul Fatonah, 2021; Wayan & Utami, 2022).	Podcasts promote independent and flexible learning; however, differences in students' listening abilities and digital literacy may affect comprehension and engagement levels.

The table above presents the main digital applications used in listening learning, along with their benefits and critical considerations. It shows that platforms such as YouTube, TikTok, and Podcasts provide authentic, engaging, and flexible learning experiences that can significantly enhance students' listening skills. However, the effectiveness of these applications depends on how they are utilized by teachers, particularly in ensuring that the content remains relevant, guided, and aligned with learning objectives.

Table 2: Teacher's Role, Challenge and Implications

Aspect	Findings	Discussion
Teacher's Role	Teachers act as facilitators and mediators in integrating technology effectively (Karney, 2006; Sitorus et al., 2022).	The success of digital learning depends heavily on teacher competence. This raises concerns about whether all teachers are sufficiently trained to balance pedagogy and technology integration.
Challenges	Issues include distraction, unequal access, limited digital literacy, and infrastructure limitations.	These challenges highlight the need for careful planning and supervision. Without addressing these issues, digital tools may not achieve their full potential in improving learning outcomes.
Implications	Digital tools can improve listening skills and 21st-century competencies such as creativity and collaboration (Solihin et al., 2022).	Effective implementation requires not only technology but also continuous professional development, institutional support, and consideration of contextual limitations to ensure sustainable impact.

The table above summarizes the key aspects related to teachers' roles, challenges, and implications in integrating digital tools into listening learning. It highlights that while digital technologies offer significant potential to improve learning outcomes, their success is influenced by teacher competence, student readiness, and infrastructural support. Therefore, careful consideration, continuous professional development, and institutional support are essential to ensure effective and sustainable implementation in diverse educational contexts.

## Conclusion

This study concludes that creating a conducive classroom for listening in the digital era requires the integration of physical environment, social interaction, and digital technology. A well-organized and supportive classroom, combined with collaborative teacher–student relationships, provides the foundation for effective listening learning. The integration of digital tools further enhances this environment by offering authentic, engaging, and interactive learning experiences. However, it is also important to consider whether all learning contexts can equally support this integration, particularly in terms of access to resources and technological readiness.

The findings emphasize that YouTube, TikTok, and Podcasts are among the most effective digital platforms for supporting listening classes. YouTube provides authentic audiovisual materials that enhance comprehension and concentration (Rorimpandey, 2019; Almurashi, 2016), TikTok fosters creativity, interaction, and accountability through short, engaging videos (Yovita & Purnamaningsih, 2022; Aji, 2018), while Podcasts offer flexible, audio-based learning that strengthens listening and memory skills (Khusnul Fatonah, 2021; Wayan & Utami, 2022). Together, these tools contribute to creating a classroom environment that is comfortable, motivating, and aligned with students' digital habits. Nevertheless, while these platforms offer significant benefits, their effectiveness may vary depending on students' digital literacy levels and the way they are implemented in different educational settings.

However, the study also identifies several challenges, including teachers' limited digital competence, students' risk of distraction, and infrastructural limitations (Sitorus et al., 2022; Aulia & Miboy, 2021). To address these issues, continuous professional development for teachers, stronger monitoring and supervision, and institutional support in providing adequate facilities are essential solutions (Solihin et al., 2022). These findings raise important considerations regarding how sustainable and equitable the integration of digital tools can be across diverse educational contexts.

In conclusion, the research affirms that the success of digital tools in creating a conducive listening classroom depends not only on the availability of technology but also on the creativity, guidance, and competence of teachers. By thoughtfully integrating digital platforms into listening activities, educators can foster more meaningful learning experiences, improve students' proficiency, and prepare them with the critical skills needed in the digital era. The implications of this study suggest that future efforts should focus on balancing technological innovation with pedagogical effectiveness, while also addressing existing challenges to ensure inclusive and impactful learning outcomes.

### Ethics approval

The study was conducted in compliance with the Declaration of Helsinki

### Competing interests

All the authors declare that there are no conflicts of interest.

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### Underlying data

Derived data supporting the findings of this study are available from the corresponding author on request.

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