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Mapping the Learning Journey of Students and Parents in an Inclusive Music School: Case Study of Sunar Sanggita

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Abstract

This study analyzes customer journey mapping of parents and students in Sunar Sanggita, a social enterprise that empowers the blind as music teachers. Through a qualitative approach involving in-depth interviews with 16 respondents, this study identified the stages of the consumer journey and pain points associated with using inclusive music course services. The results reveal four primary pain points: a lack of transparency regarding information about blind teachers, concerns about teachers' abilities, dependence on teaching assistants, and a scarcity of events to motivate students. Despite the initial challenges, the majority of respondents appreciated the social value gained from the experience of learning with blind teachers. This research contributes to the development of empathy-based service strategies for social enterprises that empower people with disabilities, while also providing insights into enhancing the quality of the consumer experience in the context of inclusive music education.

Keywords: blind educators; inclusive education; parental perception; social enterprise; student experience; customer journey mapping

A. INTRODUCTION

The music industry in Indonesia presents significant opportunities for economic growth, driven by the potential of music tourism, digital transformation, and the expansion of the creative economy. Indonesia's music industry in 2020 reached approximately US$148 million (2.1 trillion rupiah) and is projected to reach 3.10 trillion rupiah by 2024 (Ruddin et al., 2022). This development demonstrates that music has become an integral part of people's lives, providing economic opportunities for various parties.

On the other hand, according to the Indonesian Ministry of Social Affairs, the number of people with disabilities in Indonesia reached 22.97 million people, with 78.35% unemployed in 2023 (Wicaksana & Fauzi, 2024). Limited access to formal work led many visually impaired individuals to turn to the field of music, taking advantage of their auditory sensibility, which was their strength. However, most are still limited as music performers with uncertain incomes (Latukefu & Pollard, 2022).

Sunar Sanggita is a social entrepreneur who empowers blind people to become music teachers, not just performers. This represents a groundbreaking development that offers the visually impaired opportunities for a more stable and sustainable income. Despite this, Sunar Sanggita faces two main challenges: low consumer confidence in the ability of blind teachers and a low level of student sustainability.

Customer journey mapping will track the steps taken by students who study with blind teachers, enabling Sunar Sanggita to identify the pain points they encounter (Ludwiczak, 2023).

By understanding the stages that students go through and the pain points they encounter, Sunar Sanggita can develop improvement steps to ensure the social enterprise remains sustainable. Therefore, this study asks the question:

1. What are the stages of Customer journey mapping from students and parents of students at Sunar Sanggita?
2. What are the Pain Points experienced by parents and students at Sunar Sanggita?

This research is significant because it provides a unique perspective on the interactions between non-disabled students taught by the visually impaired—a dynamic that is still rarely explored in the inclusive education literature, which generally focuses on students with special needs and non-disabled teachers.

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B. LITERATURE REVIEW

This study aims to investigate the learning journeys mapping of students and parents at Sunar Sanggita, a social enterprise specializing in inclusive music education.

Inclusive Music Education

Inclusive music education has evolved as a field that integrates the principles of inclusive education into music learning. Inclusive music education is an approach that ensures all individuals, regardless of ability or limitation, have equal access to quality music education (Lopez-Gavira et al., 2021). An inclusive music environment provides social and emotional benefits for all participants, not just those with special needs (Neca et al., 2022). In Indonesia, inclusive music education is still in the development stage. Music education institutions that provide special services for the visually impaired are still limited in number (Pino, 2022; Maher et al., 2024). Even rarer is a model like Sunar Sanggita, who employs the visually impaired as teachers for non-disabled students.

Customer Journey Mapping in the Context of Education

Customer journey mapping (CJM) is a visual tool used to understand the customer experience when interacting with a product, service, or brand (Lemon & Verhoef, 2016). In the context of education, CJM has been utilized to analyze student experiences and identify opportunities for improving educational services. (Chabán & Ruz-Mendoza, 2024) used CJM to analyze student experiences in blended learning environments, while (Retkutė & Davidavičienė, 2021) applied it to understand student journeys in online education. However, research using CJM in the context of inclusive music education, particularly involving blind teachers, is still very limited.

Empowerment of the Blind through Music

The literature suggests that music has significant potential as a medium for empowering individuals who are visually impaired. (Somani et al., 2022) found that music is a forum for exploring creativity, expressing self-identity, building community, and opening up career opportunities for people with visual impairments. However, challenges remain. (Brunes & Heir, 2022) identified that factors such as age at the time of vision loss, education level, and the presence of additional disabilities affect employment opportunities for the visually impaired. Meanwhile, (Uiras et al., 2024) found that people with visual impairments often face discrimination and a lack of recognition in finding and maintaining employment. Social entrepreneurship models, such as Sunar Sanggita, offer an innovative approach to addressing this challenge by empowering blind individuals as music teachers—a role that leverages their strengths in hearing sensitivity while providing a more stable income.

C. METHODS

This study employs a qualitative approach, utilizing a case study method, to gain an in-depth understanding of the experiences of students and parents in using music course services at Sunar Sanggita. The customer journey mapping approach was chosen as an analytical framework to map the user's journey from the initial stage of becoming familiar with the service to becoming a loyal customer, as well as identifying pain points at each stage (Lahadcni et al., 2024). Qualitative research designs were chosen for their ability to unravel the complexity of human experience and provide rich contextual insight.

Participants and Setting

The participants in this study consisted of 10 main respondents: 5 parents of students who had attended music courses at Sunar Sanggita for at least 3 months and five students, aged 18–22 years, who were able to provide information independently. Respondent selection criteria include: 1) Liveliness in music courses; 2) Critical tendency (once complained to Sunar Sanggita); 3) Have attended the course for at least 3 months.

To enrich perspective, the research also involves: 1) 3 blind teachers (minimum 6 months of teaching experience); 2) 1 teaching assistant (minimum 4 months of work experience); 3) 1 inclusive music expert (experience teaching music for children with special needs >10 years); and 4) 1 representative of Sunar Sanggita's internal team.

The research was conducted at Sunar Sanggita, located in Denpasar, Bali, a music institution that empowers blind people to become music teachers.

Data Collection

Data is collected through two main methods: 1) In-depth interviews: Semi-structured interviews are conducted with a duration of 30–60 minutes for each participant. The question guide is developed based on the stages of customer journey mapping (awareness, consideration, acquisition, service, and loyalty) to ensure data consistency. The interviews were recorded with the permission of the participants and then transcribed for analysis; and 2) Direct observation: Observations are made of the learning process involving blind teachers and non-disabled students. Aspects observed include: 1) Interaction between blind teachers and students; 2) The role of teaching assistants in the learning process; 3) The reaction of students and parents to the teaching method; and 4) Student attendance patterns, especially those related to course sustainability.

Data Analysis

Data analysis is carried out with a thematic analysis approach through several stages: 1) Transcription: Interview recording data is transcribed verbatim; 2) Coding: The transcript is encoded to identify the themes that emerge. These codes are then grouped into broader categories; 3) Mapping to the CJM framework: The encoded data is mapped into a customer journey mapping framework to identify pain points and opportunities for improvement at each stage of the customer journey; 4) Triangulation: To ensure the validity of the data, this study uses a triangulation technique by comparing data from various sources (students, parents, teachers, and internal teams) as well as different data collection methods (interviews and observations); and 5) Member checking: The results of the thematic analysis are sent to several key respondents to ensure the accuracy of the researcher's interpretation.

D. RESULTS AND DISCUSSIONS

The results of the analysis indicate that Sunar Sanggita's consumer journey comprises five main stages. Tables 1 and 2 present a summary of customer journey mapping from the perspective of parents and students.

Table 1 Customer Journey Mapping of Parents

User Journey Stage	Stage Details
Awareness	
Information Resources	Social media (Facebook, Instagram, YouTube, TikTok) and recommendations from friends/colleagues
Motivation	Find music courses according to specific needs (homeschooling, flexible schedule) and positive activities for children.
Activity	Visit social media profiles, create comparison lists, and seek references from the community.
Feeling	Interested, curious, enthusiastic about discovering a new course place
Pain points	Limited information about teacher profiles and programs offered
Consideration	
Considerations	Location, price, schedule flexibility, and teaching methods
Evaluation activities	Compare with other places, discuss with the community, and send questions to multiple course venues.
Feeling	Interested in affordable prices/flexibility, hesitant when I find out about blind teachers.
Pain points	Long distances, concerns about the blind teacher's ability, and a lack of information about the condition of the teacher
Acquisition	
Registration process	Communication with admins, taking trial classes, registering for consideration Price/Location/Flexibility
Expectations	The registration process is easy, the child adapts well, and the schedule is flexible.
Initial reaction	Surprised to find out about the blind teacher, but still giving the teacher the opportunity.
Pain points	There is no advanced information available about the teacher's condition, the child's adaptation uncertainty, and the slow scheduling response.
Service	
Service experience	Attend courses with mentoring (assistants/parents), flexible system (duration/frequency/payment)
Observation	Observing the learning process, interaction with teachers, and evaluating child development
Feeling	Amazed by the dedication of blind teachers, satisfied with a personal approach, anxious when assistants are absent

User Journey Stage	Stage Details
Pain points	Dependence on teaching assistants, sudden schedule changes, and a disrupted focus in open spaces, as well as less interactive methods, are used.
Loyalty	
Reasons to survive	Child comfort, system flexibility, affordable prices, and social value are obtained.
Continuous activity	Share experiences on social media, recommend them to friends, and support children in their practice.
Hope	Opportunity to perform for motivation, the development of children's talents, and confidence
Pain points	Limited facilities, lack of regular performance events, and differences in teaching styles among teachers

Source: Research data, 2025

Table 2. Customer Journey Mapping of Students

User Journey Stage	Stage Details
Awareness	
Resources	Social media (TikTok, Instagram) and family/friend recommendations
Search motivation	Develop your musical talents, be inspired by proficient friends, and explore a hobby or activity.
Activity	Search for information on digital platforms, ask friends, and compare prices to find the best deal.
Feeling	Enthusiastic about affordable prices, encouraged by parents
Pain points	Limited information about programs, teachers, and tutoring facilities
Consideration	
Considerations	Fit for personal goals (become a music teacher/hobby), budget, and extra-academic activities
Evaluation activities	Collect information, contact the admin, view Sunar Sanggita's content portfolio, and discuss with family.
Feeling	Enthusiasm for developing talents, interested in the learning outcomes of other students
Pain points	Ignorance of teaching methods, financial limitations, and concerns about the effectiveness of learning
Acquisition	
Registration process	Register by recommendations/prices, conducting trial classes, and consultation with Parents.
Expectations	Develop musical skills that fit your needs.
Initial reaction	Shocked about the blind teacher, awkward at the first interaction, adapting after the first meeting
Pain points	Awkwardness interacting with blind teachers, difficulty participating in technique demonstrations, and difficulty learning visual notation
Service	
Service experience	Take regular courses with teachers and assistants, focusing on specific genres/instruments.
Activity	Learning: Following regular learning, learn through audio/video methods, and practice with help.
Feeling	Awkward at first, but then comfortable, difficulties with notation aspects, and uncomfortable with open places
Pain points	Repetitive material, reliance on assistants for notation, teacher delays, inconsistencies in location, and method
Loyalty	
Reasons to survive	Quality of teaching, flexible system, personal approach
Continuous activity	Practice consistently outside of course hours and share your progress on social media.
Hope	Performing at events, developing repertoire, and getting recognition
Pain points	Scheduling conflicts, venue cleanliness, lack of performance events, and difficulty maintaining motivation for self-practice

Source: Research data, 2025

The findings of this study are grounded in customer journey mapping, a qualitative approach that facilitates a detailed understanding of how customers interact with a service or product over time (Jaakkola & Alexander, 2024). This methodological choice was particularly well-suited to the context of Sunar Sanggita, an inclusive music education enterprise employing visually impaired instructors, where both functional interactions and emotional responses shape customer experiences. The study's data were drawn from a purposive sample of five parents and five students, each of whom provided a unique perspective on their journey with Sunar Sanggita's services.

By employing Customer Journey Mapping as an analytical framework, this study identified key stages in the customer experience for both students and parents, where experiences, perceptions, and emotions evolved (Azzine Shiratori et al., 2021). These stages include initial engagement, such as registration and early interactions, ongoing learning interactions, and reflections on personal progress. At each stage, specific behaviors (Doing), thoughts (Thinking), and emotional responses (Feeling) were observed. Moreover, the CJM approach illuminated pain points, such as students' initial difficulties adapting to non-visual teaching methods and parents' early concerns about instructor competency (Cateriano-Arévalo et al., 2021). To provide a clearer and more integrated view of the learning experiences, a combined summary of the customer journey for both students and parents is presented in Table 3.

Table 3. Summary of CJM

CJM Stage	Description	Pain Points
Awareness	Source of information: Social media, friends/family recommendations - Motivation: Flexible music courses, positive activities, talent development - Activities: Searching online information, community referrals, price comparison	Limited information on teachers, programs, and facilities
Consideration	Consideration Factors: Location, price, schedule flexibility, teaching methods, personal goals - Evaluation Activities: Site comparison, discussion, portfolio viewing	Long-distance travel - Concerns about the ability of visually impaired teachers - Lack of information on teaching methods.
Acquisition	Enrollment Process: Communication with admin, trial classes - Expectations: Easy enrollment, good adaptation, flexible schedule, ability to grow - Initial Reaction: Shock, awkwardness, adaptation	Not informed about the instructor's condition - Slow response to schedule - Awkward with a visually impaired instructor.
Service	Experience: Mentoring, flexible, genre/instrument focus - Activity: Audio/video method, progress evaluation - Feelings: Amazed, satisfied, anxious without assistant	Dependence on assistant - Abrupt schedule changes - Distraction - Less interactive methods - Inconsistent location/methods - Difficult with the visual notation
Loyalty	Reasons for staying: Convenient, flexible, affordable, social value, teaching quality - Activities: Recommendations, sharing, regular practice - Expectations: Perform, grow, be recognized	Limited facilities - Lack of performance events - Inconsistent teaching style - Difficult to maintain training motivation

Source: Research data, 2025

Discussion

Based on the results of customer journey mapping, an analysis of the main pain points experienced by parents and students reveals several key themes that require in-depth discussion.

A pain point that consistently appears at the awareness and consideration stage is the lack of transparency of information about the condition of blind teachers. As expressed by (A): *"Initially, we did not know that for the teacher himself, it was a disability. It was uncertain at first, hesitant."* Similarly, (Di) stated: *"At that time, I did not expect that the teacher was blind, so the first time I saw my brother was also a bit shocked, the teacher turned out to be like that."*

These findings indicate that the initial shock was more caused by mental unpreparedness due to a lack of information, rather than rejection of the blind teacher himself. The majority of respondents still decided to continue the course after learning about the teacher's condition. This aligns with research by (Lin et al., 2021), which shows that transparency about social values is crucial in building consumer trust. By clearly communicating Sunar Sanggita's identity as a social entrepreneur who empowers the visually impaired, this institution can attract consumers who share inclusive values from the outset and mitigate the initial shock. (TGP) affirmed this by stating: *"Everyone has advantages and disadvantages. I never underestimate someone immediately based on their physique alone."* This statement suggests that openness about the condition of teachers can actually be an opportunity to transform perceptions of limitations into a valuable uniqueness.

A significant pain point at the service stage is the dependence on teaching assistants. Both students and parents reported that the presence of teaching assistants significantly impacts the quality of learning, as expressed by (Da): *"If you do not have a teacher, it is a bit of a mess. My sister is always more difficult to understand."* (TGP) also emphasized: *"If there is a teaching assistant, it is very helpful because it can help to see the position of the child's hand, then it can help to write notation."* Teaching assistants not only act as "eyes" but also facilitate

social interaction in the classroom and ensure that learning materials are delivered well. This aligns with the research of (Jardí et al., 2022), which highlights the importance of the supporting role in inclusive education. Blind teachers themselves recognize the vital role of teaching assistants, as expressed by teaching assistants: "The important role of assistants in writing materials, checking students' finger positions, and documenting learning." These findings suggest that optimizing the role of teaching assistants is key to ensuring consistent learning quality at Sunar Sanggita.

Although there are various pain points, the study's results also reveal the unique value obtained from learning with blind teachers. Many respondents appreciated social values such as empathy and respect for differences. The Parents of the Tiga Gunung stated, *"Children learn to be more empathetic, and then also learn not to underestimate others."* In line with that, Galuh Parents revealed: *"The extra value that I get, my son knows that there is a special person who can be like this, can appreciate what kind of person he is."* These findings suggest that the status of blind teachers can be a positive differentiator for Sunar Sanggita, rather than just an obstacle that needs to be hidden. This is in line with research by (Hasanah et al., 2023), which shows that social values can be an important component in branding that differentiates a service from its competitors.

Pain points related to inconsistencies in teaching methods and repetitive materials show the need for curriculum standardization. As expressed by (TRA): *"So there is no material for the first meeting of these students, then how was the meeting of the second students, whether it should be equated by the Sunar Sanggita or indeed from the music teacher himself who regulates things like this."* (TH) also acknowledged *"Awareness of the need for curriculum standards."* These findings demonstrate the importance of developing a standardized curriculum and more interactive teaching methods. With this standardization, Sunar Sanggita can ensure consistent learning quality and reduce dependence on specific individual teachers. This is in line with research by (Chork et al., 2024), which shows that service standards affect the quality of service and teacher satisfaction at work.

A consistent pain point that emerges at the loyalty stage is the infrequent occurrence of events. Both students and parents expressed hope that there would be an opportunity to showcase the skills they had learned. (An) mentioned: *"Lack of performance events and enclosed space facilities."* While (WP) suggests: *"Maybe there will be a small stage program, so that children are also motivated to learn."* (AP) also expressed hope: *"I hope that there will be a concert. So the kids can show their talents."* These findings suggest that performance events serve not only as a showcase of abilities but also as a motivator for learning and a tool to maintain student loyalty. By hosting regular performance events, Sunar Sanggita can enhance student motivation and foster stronger community bonds.

E. CONCLUSION

This research has mapped the customer journey of students and parents in Sunar Sanggita and identified pain points at each stage. The results indicate that the consumer journey comprises five stages: awareness, consideration, acquisition, service, and loyalty, each with distinct pain points. Key findings from the students' perspective suggest that despite being initially surprised by the condition of blind teachers, they appreciate the detailed and personalized approach to learning. However, they face challenges in understanding musical notation and rely heavily on the presence of teaching assistants. Students also expect more interactive performance events and learning methods to increase learning motivation. From a parent's perspective, initial concerns about the ability of blind teachers to teach their children turn into an appreciation of the social values their children acquire. Parents appreciate how the learning experience at Sunar Sanggita teaches children to be more empathetic and appreciate differences. However, they also emphasize the importance of having teaching assistants and maintaining consistency in the quality of learning.

This research makes an academic contribution to enriching the literature on inclusive music education, particularly in the context of blind teachers working with non-disabled students, a dynamic that is still rarely explored. Practically, the research findings guide social entrepreneurs in developing more effective empathy-based and service-based communication strategies. The limitation of this study lies in its specific focus on a single case study, so generalization of findings must be done carefully. Further research can expand the scope by comparing multiple social entrepreneurship models that empower people with disabilities or by exploring the perspectives of a range of other stakeholders, such as governments and the broader music community.

Recommendation

Based on the findings of the study, here are recommendations to improve the consumer experience at Sunar Sanggita:

1. Implementation of value-based communication and transparency: Develop a communication strategy that explicitly conveys Sunar Sanggita's identity as a social enterprise that empowers the visually impaired, by emphasizing inclusive values and learning excellence with blind teachers.
2. Strengthening teaching assistant management systems: Develop a more structured system for the recruitment, training, and management of teaching assistants, including a backup system to address assistant absences.
3. Standardization of curriculum and teaching methods: Develop a standardized curriculum that considers the needs of non-disabled students and the excellence of blind teachers, as well as clear teaching modules to ensure quality consistency.
4. Development of regular performance event programs: Designing regular showcase and mini concert programs to increase student motivation and build a stronger community.
5. Enhanced learning facilities: Optimizing the study space to consider both acoustic and privacy needs, thereby improving concentration.

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