Podcast Learning to Increase Students' Learning Motivation in University

Lusia Mumtahana [1]
Salman Zahidi [2]
Alfina indi Mawarda [3]

lusiamumtahana@unisla.ac.id
salmanzahidi04@unislaac.id
alfinaindimawaddah16@gmail.com

Abstract: *Using podcast as a learning medium has proven effective in increasing student motivation and learning outcomes in university, especially in Islamic Education courses. Learning strategies tended to use traditional methods such as lectures, which were less interesting and reduced learning interest. However, after implementing the podcast, there is a significant increase in students' understanding, motivation, and participation. The podcast allows students to learn independently and flexibly according to their needs and supports constructivist learning theory, emphasizing tools' role in the learning process. The advantages of Podcasts include flexibility of time and place, the ability to repeat material, adaptation to auditory learning styles, and content creativity. By integrating multimedia elements such as sound and music, podcasts also fulfil the principles of multimedia theory, which increases understanding and absorption. This study used the Research and Development (R&D) method to design effective podcast learning. According to the ARCS motivation model, the results showed that podcasts were relevant to students' needs and could attract attention, build self-confidence, and provide satisfaction in the learning process. For optimal results, using podcasts requires special strategies, such as short duration, thorough materials preparation, training for lecturers, and multimedia elements integration. In addition to being a learning tool, Podcasts encourage creative collaboration between lecturers and students. With this approach, podcasts are expected to be an innovative medium that supports a more relevant, flexible, and enjoyable learning process in the digital era.*

Keywords: *Podcast, Learning, Learning Motivation*

Abstrak: *Penggunaan podcast sebagai media pembelajaran telah terbukti efektif dalam meningkatkan motivasi dan hasil belajar mahasiswa di perguruan tinggi, khususnya pada mata kuliah Pendidikan Agama Islam. Strategi pembelajaran yang cenderung menggunakan metode tradisional seperti ceramah, kurang menarik dan mengurangi minat belajar. Namun, setelah menerapkan podcast, terjadi peningkatan yang signifikan dalam pemahaman, motivasi, dan partisipasi mahasiswa. Podcast memungkinkan mahasiswa untuk tidak hanya belajar secara mandiri dan fleksibel sesuai dengan kebutuhannya, tetapi juga mendukung teori belajar konstruktivis yang menekankan pada peran alat bantu dalam proses*

[1] Universitas Islam Lamongan
[2] Universitas Islam Lamongan
[3] Universitas Islam Lamongan

Volume 16 Number 01 March 2025
Submitted: 24-09-2024 Accepted: 06-10-2024 Approved: 15-11-2024 Published: 04-03-2025

29

pembelajaran. Kelebihan podcast antara lain fleksibilitas waktu dan tempat, kemampuan untuk mengulang materi, adaptasi terhadap gaya belajar auditori, dan kreativitas konten. Dengan mengintegrasikan unsur multimedia seperti suara dan musik, podcast juga memenuhi prinsip-prinsip Teori Multimedia yang dapat meningkatkan daya serap pemahaman. Penelitian ini menggunakan metode Research and Development (R&D) untuk merancang pembelajaran podcast yang efektif. Hasil penelitian menunjukkan bahwa podcast relevan dengan kebutuhan siswa dan mampu menarik perhatian, membangun rasa percaya diri, dan memberikan kepuasan dalam proses pembelajaran, sesuai dengan model motivasi ARCS. Untuk mendapatkan hasil yang optimal, penggunaan podcast memerlukan strategi khusus, seperti durasi yang singkat, persiapan materi yang matang, pelatihan untuk dosen, dan integrasi elemen multimedia. Selain sebagai alat bantu pembelajaran, podcast mendorong kolaborasi kreatif antara dosen dan mahasiswa. Dengan pendekatan ini, podcast diharapkan dapat menjadi media inovatif yang mendukung proses pembelajaran yang lebih relevan, fleksibel, dan menyenangkan di era digital.

Kata Kunci*: Podcast, Pembelajaran, Motivasi belajar*

Introduction

Motivation has a very important role in achieving learning goals. Motivation does not only come from within a person but also requires external encouragement, such as the active role of lecturers in motivating students (Suriani dkk., 2021). In education, motivation is often seen as the driving force that differentiates between the ability to perform a task and the desire to do so. Motivation provides the spirit, direction, and drive to achieve goals, thereby helping students or students understand their learning goals (Rahmawati, 2021; Uno, 2021). Learning motivation is closely related to learning interest. Interest is considered a door to build and increase motivation. Therefore, effective learning must consider learning objectives, student characteristics, materials taught, learning resources, and methods and media used (Mumtahana dkk., 2022). In university, students need to find strong boosters to maintain their learning process. The learning environment and quality of education also greatly influence the results achieved. Educational media must continue to develop support for optimal learning processes to access, use, and understand easily. Both used inside and outside the classroom can increase interest and motivation to learn, reduce verbalism, and help build a systematic mindset. (Supriyono, 2018; Tafonao, 2018).

Podcasts, one of the learning media innovations, are trending among academics.

Podcast allows users to listen to relevant information anytime and anywhere. Copley's research showed that students were likelier to download podcast-based learning materials for independent study. By podcasting, students can understand the material faster and participate in class discussions with readiness (Amalia, 2021). Podcasts are also flexible because they can be used repeatedly and accessed whenever needed. This media helps students facing learning obstacles, such as low motivation, divided attention, or lack of adequate infrastructure. In this case, podcasts have become an effective support tool for increasing motivation and interest in learning (Asmi, 2019).

Several studies supported the effectiveness of Podcasts as a learning medium. (Mayangsari & Tiara, 2019) Stated that podcasts could accommodate learning materials with relaxed but relevant language. Podcasts could also be used to motivate students through inspirational stories. This study suggested that the podcast recording process had to consider the sound quality to ensure the message conveyed clearly. Another study by (Febriyanti & Septiaji, 2023) showed that using a Podcast as a learning medium improved students' speaking skills, especially in the PAI learning planning and design course. Through listening and recording speech practice, students were more confident and able to improve their delivery techniques. In addition, this study also observed an increase in students' motivation and interest in learning the material being taught.

However, research discussing Podcast Learning Materials to Improve Student Learning Motivation in University is still limited. This shows a great opportunity for further research to explore the potential of podcasts in improving the quality of learning at the higher education level. Given the various potentials of podcast, this media can effectively overcome learning challenges, especially in motivating students to learn independently and be more involved in the academic process.

Research Method

This study used the Research and Development (R&D) method. This development concept followed systematic stages, including analysis, design, development, implementation and evaluation (Mayangsari & Tiara, 2019). Each stage was designed sequentially to ensure the resulting media was effective and relevant to student needs.

The research subjects were third-semester students of the Islamic Education Department at Lamongan Islamic University who were taking the PAI Learning

Planning and Design course. The data collection technique used a questionnaire consisting of two parts: The Learning Interest Questionnaire was given to students to determine their interest in learning about the material presented and their willingness to participate in research from the beginning to the end. This questionnaire was in the form of closed questions designed to measure students' level of interest in learning. The Media Validation Questionnaire was given to media experts to evaluate the suitability of the learning media being developed. The assessment criteria include the content's suitability, the media's attractiveness, and the media's benefits in learning.

Data analysis was carried out to ensure the validity and effectiveness of the media developed after the questionnaires were distributed and the data was collected. Data analysis was carried out through Qualitative data analysis, the podcast learning media form of responses, and criticism and suggestions for improvement from media experts grouped to revise or improve the quality of development products. Descriptive Statistical Analysis: Data from students' questionnaires were analyzed using percentage techniques to evaluate the effectiveness of learning media based on learning interest and course grades related to the developed material.
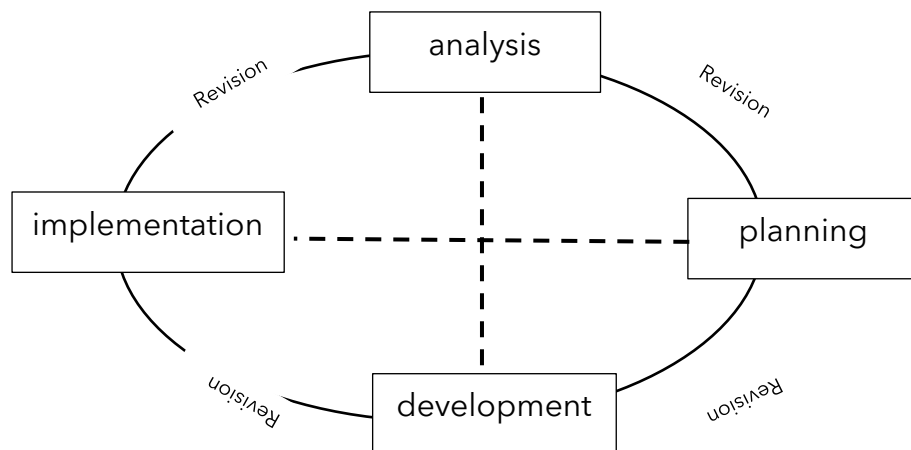
The evaluation stage was an important step in measuring the success of the learning media developed in increasing student motivation and learning outcomes. The analysis results were used to decide on wider implementation or further revision.

Result and Discussion

Understanding PAI learning strategies tends to be limited before using podcasts. Some lecturers still depended on monotonous traditional methods, thus providing less variety in delivering material. However, after implementing podcast media, there was

a significant increase in listeners' understanding and ability to apply more effective learning strategies in the classroom. This podcast has proven useful for PAI lecturers and students in developing a more varied and relevant approach.

According to constructivist learning theory (Vygotsky & Cole, 1978), learning involving tools such as Podcasts can facilitate scaffolding, providing support for students to understand concepts independently. In this case, Podcasts allow students to learn at their own pace, repeat difficult material, and integrate the information gained with previous learning experiences.

Podcasts as a learning medium have unique advantages, especially in increasing students' interest in learning. This media offers an innovative alternative to overcome boredom caused by conventional text-based learning methods (Farhan, 2022). Based on the study by (Rahmah & Ahsanuddin, 2023), a Podcast was seen as an effective tool for increasing learning motivation. However, their use in the educational realm is still limited. Apart from that, the podcast content is presented in an interesting, clear and relevant manner, as expressed by Nurma Zulianti (2024). The podcast content must be presented by speakers who are experts in their field, interesting, clear and of high quality. Podcasts can be used to record and distribute various information and can also be used in student presentations. The importance of podcasts in learning, especially in learning history, is strengthened by two main things: First, students can look for different information needs. Second, students know how to disseminate information more interestingly. Combining two things lecturers and students can do provides space for many people to learn history.

Based on Multimedia Theory (Mayer, 2001), learning involving multimedia elements such as sound, music, or visuals can increase material absorption. Podcasts as a learning medium have various advantages: 1). Time and Place Flexibility: Students can access material anytime and anywhere to support independent learning. 2). Ability to Repeat Material: Podcasts allow students to re-listen to difficult material to understand concepts more deeply. 3). Suitability to the Auditory Learning Style: Students with auditory preferences can easily digest verbal material. 4) Content Creativity: Podcasts allow lecturers to present material in an interesting format, such as narratives, interviews, or stories.

The use of podcast media in learning must be accompanied by strategies to make learning more focused. Podcasts are very good for learning how to listen, but lecturers

Volume 16 Number 01 March 2025
Submitted: 24-09-2024 Accepted: 06-10-2024 Approved: 15-11-2024 Published: 04-03-2025

33

must be able to adapt them to the learning material and students' learning abilities. To be effective, using podcast must be accompanied by the right strategy. Some things that can be done are: 1). Short duration: Teaching material delivered via podcast should be short so that it is easy to understand. 2). material Preparation: Lecturers must prepare material concepts well and ensure the podcast content is interesting and relevant. 3). Lecturer practice: Lecturers must practice using podcasts to deliver material effectively. 4). Material Mastery: Lecturers must master the teaching material well to make the delivery clear and easy to understand.

Learning using podcast technology as a teaching tool provides a great opportunity to increase the effectiveness of the teaching and learning process. Podcasts convey material auditorily, allowing integration with other elements such as text, images, videos, and animations to enrich the student learning experience. With this technology, students can see the subject matter directly through concrete examples, supporting a deeper understanding. This method is very much in line with the principles of exemplary learning, emphasizing that students learn more effectively through an auditory learning style. In this case, material conveyed through sound and speech is easier to digest, especially for students who learn by hearing. They can hear and remember the information presented better, making learning more effective and enjoyable.

Based on the context of learning history, podcasts are very useful. Material often considered heavy because of its theoretical nature can be presented interestingly through stories or narratives accompanied by visual elements. Podcasts also combine various media, such as text, images, and videos, to explain certain historical events, concepts, or themes. For example, lecturers can use podcasts to explain complex historical events by adding sound elements such as character narration, sound effects, or relevant background music. With this approach, students hear and imagine the information visually, increasing their engagement and understanding.

Apart from that, practical material can be presented clearly through step-by-step guides in a Podcast, which students can listen to again at any time to strengthen their understanding. This combination makes learning more focused because students receive information in various formats that complement each other.

Lecturers must implement several strategies to use podcasts in learning to be effective, such as: 1). Thorough preparation: Lecturers must prepare teaching materials

well, including compiling clear and interesting texts. 2). Multimedia integration: Lectures combine Podcasts with visual elements such as images, videos and animations to support student understanding. 3). Appropriate Length: Lectures arrange a short podcast so students stay focused and not get bored. 4). Lecturer training: Lecturers need to practice using podcast technology to optimize their delivery and maximize the use of existing features.

Podcasts also provide space for dialogue between lecturers and students. Lecturers can use Podcasts to share experiences, deliver teaching material, or even invite students to contribute to the podcast. In this way, students are passive listeners and actively participate in the learning process.

The use of podcasts in education helps in the learning process and improves students' listening, critical thinking and creativity skills. Podcasts also encourage collaboration, where students can create their learning content. According to the ARCS Motivation Theory by Keller (1987), a Podcast can 1). Attract attention through a unique and interesting format; 2). Adapt to students' needs to accept the material more easily; 3). Build students' confidence to master the material by listening again. 4). Provide satisfaction because students can apply what they have learned. (Ikmal, 2023, hlm. 123). As a flexible and innovative learning medium, podcasts support creating a fun and relevant learning atmosphere for student needs. Thus, this technology can be a very effective tool for improving the quality of education and helping students reach their maximum potential.

Learning strategies using Podcasts can be an innovative alternative for lecturers to create an interesting and interactive learning atmosphere. To achieve optimal results, lecturers need to understand students' backgrounds, including their level of education. This understanding is important so that the material delivered via podcast can be adapted to students' abilities so they can more easily accept and understand the lessons. Besides that, lecturers must also be creative in managing the classroom atmosphere. By utilizing Podcasts as a learning medium, lecturers can arouse students' interest in learning, create a pleasant atmosphere, and ensure that theoretical and practical learning functions run comfortably for students.

Learning strategies using podcasts can be an innovative approach in the world of education, especially for teachers who understand the background and needs of their students. Every student has a different learning style, and podcasts offer flexibility that

Volume 16 Number 01 March 2025
Submitted: 24-09-2024 Accepted: 06-10-2024 Approved: 15-11-2024 Published: 04-03-2025

35

allows students to learn in a way that suits their preferences. In this case, teachers need to consider the students' level of education so that the material delivered via podcast is relevant and easy to understand. Creative teachers can better manage the classroom atmosphere by combining podcasts with other learning methods to create an interesting and enjoyable learning experience (Madkan dkk., 2022).

Lecturers are expected to be able to arouse students' interest in learning through strategies that focus on their needs. High interest in learning will make it easier for students to digest and respond to lesson material. For this reason, learning must touch not only theoretical but also practical aspects. By using Podcasts as a learning medium, teachers can provide comfort for students in learning, both in and outside of class. This media allows students to access material anytime and anywhere, thus supporting continuous and independent learning.

Podcasts are audio-based media that enable creating and sharing content in various formats, which anyone worldwide can access. In education, podcasts are an effective tool for flexibly and interestingly delivering learning material. According to (Imarshan, 2021), podcasts enable the wide dissemination of personal audio programs in various educational contexts. Additionally, Podcasts offer a wide variety of content that can be listened to on-demand, making them an ideal choice for modern technology-based learning (Yubiantara & Retnasary, 2020).

Podcast media has characteristics similar to radio but has advantages in accessibility. Unlike radio, which has a fixed broadcast schedule, Podcasts can be accessed at any time via the Internet, giving listeners full flexibility to choose a suitable study time. This media also allows students to re-listen to difficult material to understand concepts they may have missed previously. In this case, podcasts are a tool that supports personal and in-depth learning.

In addition, the popularity of Podcasts continues to increase among the general public, including in education. Podcasts are an effective form of mass communication that conveys messages from sources to audiences. This media not only functions as a means of entertainment but also as an educational tool that can reach audiences more personally and in-depth (Rosah & Aesthetika, 2022).

Any learning environment, including media such as podcasts, significantly impacts its users. This impact can be in the form of changes in attitudes, increased knowledge, and better behaviour after receiving information through the media. The

impact of this media can be categorized into three main dimensions: cognitive, affective, and behavioural. 1). Cognitive Effects: Podcasts help students improve their understanding of learning material. This cognitive effect is related to students' understanding and awareness of new information. The podcast allows students to learn about topics they previously did not know about, meeting their need for relevant and quality information (Farhan, 2022). 2). Affective Effects: Podcasts also have an affective impact by increasing students' interest and motivation to learn. The podcast's interesting and flexible format can build students' emotional involvement in the material presented. The narrator's friendly voice and interesting delivery method can make students more interested in learning. 3). Behavioral Effects: The behavioural effects of using Podcasts are seen in students' study habits that are more structured and disciplined. Students who are used to listening to podcasts will be more organized in accessing learning material, noting important points, and applying them in their academic assignments. Podcasts can also encourage students to seek additional learning resources proactively.

Integrating PodcastPodcasts into a learning strategy requires careful planning and structured execution. Teachers must ensure that podcast content is relevant, interesting, and appropriate to students' needs. Podcasts can also be combined with other multimedia elements, such as videos, images, or animations, to provide a more interactive and comprehensive learning experience.

Podcasts can also be used to encourage collaboration between students and teachers. For example, teachers can invite students to create their Podcasts as part of a learning project. These activities improve students' technical skills and train them to compose and convey ideas creatively and in a structured way. In this digital age, podcasts offer great potential to change how we learn and teach. With the right approach, podcasts can be one of the most effective learning tools that support flexible, personalized, and fun learning. This makes it a very relevant medium to support education in the 21st century.

Conclusion

Podcasts have become an effective learning medium in increasing students' learning motivation. With their interesting and flexible format, podcasts can make students more focused on listening to the material. Listening to podcasts strengthens students' memory because they are encouraged to understand and retell what they

Volume 16 Number 01 March 2025
Submitted: 24-09-2024 Accepted: 06-10-2024 Approved: 15-11-2024 Published: 04-03-2025

37

have heard. This makes podcasts a fun learning medium and a tool that helps students deepen their understanding of the material in more depth.

The use of Podcasts in the world of education is now having a positive impact as an innovative teaching tool. This media can improve student learning outcomes, especially in certain materials such as speaking skills. Students can learn how to speak clearly, structure, and confidently by listening to podcasts. Podcasts also provide opportunities for students to practice their speaking skills practically through listening activities and relaying information, making them an effective medium to support active learning.

REFERENCES

Amalia, M. N. (2021). Sebuah Kajian Pustaka: Tren Podcast sebagai Media dalam Pembelajaran Bahasa kedua. *Biormatika : Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, *7*(2), Article 2. https://doi.org/10.35569/biormatika.v7i2.1146

Asmi, A. R. (2019). Pengembangan Media Pembelajaran Audio berbasis Podcast pada Materi Sejarah Lokal di Sumatera Selatan. *Historia: Jurnal Pendidik dan Peneliti Sejarah*, *3*(1). https://doi.org/10.17509/historia.v3i1.21017

Farhan, M. (2022). Penggunaan Podcast Sebagai Media Pembelajaran Sastra Indonesia. *Estetika: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *3*(2), 64–71. https://doi.org/10.36379/estetika.v3i2.201

Febriyanti, A., & Septiaji, A. (2023). Media pembelajaran berbasis podcast pada mata pelajaran pidato bahasa indonesia. *Prosiding Seminar Nasional Pendidikan*, *5*(5), Article 5. https://prosiding.unma.ac.id/index.php/semnasfkip/article/view/1038

Ikmal, H. (2023). *Media Pembelajaran Pendidikan Agama Islam (Konsep, Pemilihan, Pengembangan dan Evaluasi)*. Nawa Litera Publishing.

Imarshan, I. (2021). Popularitas Podcast Sebagai Pilihan Sumber Informasi Bagi Masyarakat Sejak Pandemi Covid-19. *Perspektif Komunikasi: Jurnal Ilmu Komunikasi Politik dan Komunikasi Bisnis*, *5*(2), Article 2. https://doi.org/10.24853/pk.5.2.213-221

Madkan, M., Haidar, M. A., & Mumtahana, L. (2022). Gerakan Literasi Madrasah Sebagai Upaya Menumbuhkan Minat baca Siswa Madrasah Tsanawiyah. *Academicus:*

Journal of Teaching and Learning, *1*(1), 54–62. http://academicus.pdtii.org/index.php/acad/article/view/7

Mayangsari, D., & Tiara, D. R. (2019). Podcast Sebagai Media Pembelajaran Di Era Milenial. *Jurnal Golden Age*, *3*(02), Article 02. https://doi.org/10.29408/goldenage.v3i02.1720

Mayer, R. E. (2001). *Multimedia Learning*. Cambridge University Press.

Mumtahana, L., Ikmal, H., & Sari, A. A. (2022). Minat Belajar Siswa Dengan Menggunakan Media Lempar Dadu Dan Metode Tanya Jawab Pada Mata Pelajaran Aqidah Akhlaq. *Chalim Journal of Teaching and Learning*, *2*(1), 1–6. https://doi.org/10.31538/cjotl.v2i1.188

Rahmah, L. A., & Ahsanuddin, M. (2023). Pengembangan Media Podcast pada Aplikasi Spotify sebagai Media Pembelajaran Maharah al- Istima'. *JoLLA: Journal of Language, Literature, and Arts*, *2*(11), 1613–1625. https://doi.org/10.17977/um064v2i112022p1613-1625

Rahmawati, T. F. (2021). *Pembelajaran untuk Menjaga Ketertarikan Siswa di Masa Pandemi (Antologi Esai Mahasiswa Pendidikan Biologi)*. UAD PRESS.

Rosah, S. Y., & Aesthetika, N. M. (2022). Pemanfaatan Podcast Sebagai Media Content Creator Dalam Meningkatkan Pengembangan Diri Mahasiswa. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, *5*(1), 341–346. https://doi.org/10.34007/jehss.v5i1.1205

Supriyono, S. (2018). Pentingnya Media Pembelajaran Untuk Meningkatkan Minat Belajar Siswa SD. *EduStream: Jurnal Pendidikan Dasar*, *2*(1), 43–48. https://doi.org/10.26740/eds.v2n1.p43-48

Suriani, A., Chandra, C., Sukma, E., & Habibi, H. (2021). Pengaruh Penggunaan Podcast dan Motivasi Belajar terhadap Keterampilan Berbicara pada Siswa di Sekolah Dasar. *Jurnal Basicedu*, *5*(2), Article 2. https://doi.org/10.31004/basicedu.v5i2.832

Tafonao, T. (2018). Peranan media pembelajaran dalam meningkatkan minat belajar mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), Article 2. https://doi.org/10.32585/jkp.v2i2.113

Uno, H. B. (2021). *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*. Bumi Aksara.

Vygotsky, L. S., & Cole, M. (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press.

Yubiantara, M. I., & Retnasary, M. (2020). Podcast: Media Baru Pemenuhan Kebutuhan Informasi di Era Disruptif. *Komunikasiana: Journal of Communication Studies*, 2(1), Article 1. https://doi.org/10.24014/kjcs.v2i1.10455