



## The Use of Podcast as a Creative Learning Resource in Social Studies

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**Abstract:** This study aims to describe the use of podcast media as a learning resource in social studies learning and identify obstacles encountered. The method used in this study was the phenomenological method. The study subjects were students of SMP Kesatrian 1 Semarang City, which totaled 26 students, and teachers who taught social studies subjects. Interviews, observation, and documentation were done to collect the data. Interviews were used to obtain data using question and answer with informants. Data analysis was carried out in a study to draw conclusions from all the data that had been obtained. Researchers used data analysis techniques consisting of (1) Data collection, (2) Data Reduction, (3) Data presentation, and (4) Conclusion retrieval or verification. The research results were podcast media as an innovative and creative learning resource to be used in social studies learning in and outside the classroom. The use of podcast media as a learning resource is divided into three stages: the three stages' planning, implementation, and evaluation stages are carried out systematically. Based on this research, 76.92% of students understood learning materials with podcast media as a learning resource. In addition, there were 23.08% of students had difficulty using podcast media. It was due to several obstacles, both internally and externally. The internal obstacle was the need for memory capacity to access the Spotify application on the student's mobile phone. External obstacles existed due to learning distractions from the family environment if learning was carried out at home.

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## Introduction

The development of technology in recent years is increasingly ingrained in human life. Technological advances are inevitable. It is due to technological development with the advancement of science (Jamun, 2018). Innovations that are present provide benefits for human life, especially to make it easier to carry out human activities. Technological advances can change the way of human life and affect various aspects of human life, including in the field of education. Husaini (2014) explained that education is a process of communication and information from educators to students containing educational information, which has educators as sources of information and media as a means of presenting educational ideas, ideas, and materials as students themselves. Thus, education requires technology as a medium. According to data from the Central Statistics Agency (BPS), in 2020, internet use by students aged 5 to 24 years 2016 to 2020 increased by 25.35%. The following graph shows internet usage in education from 2016 to 2020.

The increase in internet use as a form of technology utilization in 2020 was caused by the Covid-19 pandemic, which made all schools in Indonesia carried out online with the Distance Learning (PJJ) system. The Covid-19 pandemic has become a polemic for several years, so the use of technology is needed in the academic community. Indriastuti and Saksono (2014) explained that in the world of education, technology could be used as a learning



resource and learning media. Warsita (2008) added that learning resources are sources of data, information, or objects that can provide students with facilities and ease of learning. Learning resources and media focus on more than just books and media in the classroom during the COVID-19 pandemic. The world of education during the Covid-19 pandemic tested the entire academic community, educators, students, and school employees. In addition, these conditions support the millennial era in utilizing technology in digitalization. The role of technology is a significant need in the world of education during the Covid-19 pandemic.

The use of technology as a learning medium in conveying knowledge to students during the Covid-19 pandemic can be done through several applications, including the zoom application, google classroom, google Meetings, or WhatsApp group. Salsabila and Agustian (2021) added that using the application during online learning caused various complaints, especially for students. Online learning is considered less effective for students. That is because students are required to learn more on their own self-taught. In addition, there has been no problem with inadequate technological devices or unstable signals. The Indonesian Child Protection Commission (KPAI) noted that 77 percent of students were unhappy, and 23 percent were happy with online learning (KPAI data, February 2021). KPAI (February 2021) explained that the percentage of feeling happy and unhappy is based on the problems experienced in education. These problems include the saturation of students in online learning, the waste of internet quota, the many phenomena of educators who only give assignments through the WhatsApp group application and rarely provide explanations, and the need for more enthusiasm of educators in carrying out learning. This problem is also seen in the Social Sciences (IPS) learning in Junior High Schools (SMP). Amalia (2020) explained that in social studies learning, problems arise from educators and students as social studies learning requires direct interaction. On the one hand, the online learning system must run smoothly and meaningfully for students, so various learning problems require creative innovations during learning (Indrawati et al., 2021).

One of the efforts used is using technology as a source and learning medium. The benefits of using technology can be creative learning as a space for educators to harmonize learning, including implementing social studies learning. Supriatna (2020) describes that creative learning includes planning, organizing, and imaginative teaching and learning processes in the curriculum with learning strategies to develop student creativity. Creative educators will encourage the creative ones as well. As explained by Kurniawan (2020) that through creative thinking, teachers can encourage students to use broad idea-creation techniques and new ideas and elaborate, analyze, and evaluate the ideas they have in order to improve and maximize creative efforts. Rogers and Freiberg (1994) describe educators as facilitators who have insight or understanding of students. In addition, learning is considered a process of knowledge created based on innovative teaching and learning. Kolb (1994) adds that knowledge results from the fusion of technology and transformative learning processes. It is in line with the use of podcast media in learning, as podcasts convey instructional information through audio from educators, stories that motivate, and learning based on audio. In the era of digitalization, podcasts are the closest media to students, so they can be creative with the use of technology in learning. *Podcast media* is a creative media used in learning in the digital age as a radio revolution. This research focuses on using podcasts as a creative interactive media in social studies learning. Hutabarat (2020) explained the benefits of using podcast media in education, including 1) Podcasts as an innovative learning resource for



educators, 2) Podcasts helping learners understand, and 3) Podcasts can improve educator readiness and preparation.

Technology integration and implementation in learning are not new, but technology now has a significant role in learning media. Using tools and technology digitally is now the new norm in and outside the classroom. Educators can teach the same material or something but use different media and methods in different learning methods. In general, learning media is a tool to grow or increase student interaction to help the meaningful learning process (Suwarna et al., 2006). On the other hand, the research of Mayangsari and Tiara (2019) states that podcast media is a practical action to improve learning outcomes. However, more is needed to increase student interest in learning. Rosmiati, Nuri Seftiani, et al. (2020) added that using audio-based podcast media has feasibility and effectiveness for learning materials. Based on the study's results, 91.7% of categorized audio-based podcast media are feasible and effective for learning materials. In addition, the suitability and clarity of the material have a presentation of 95.7%. It is in line with the research of Fadia Tri Ananda et al. (2022), audio podcast-based learning is considered innovative and varied learning as the feasibility of the media and the qualifications obtained are well categorized. In addition, the feasibility of the material and its qualifications are categorized as excellent. Then the effectiveness of its users is categorized as excellent. Nurivana and Liana (2022) added that podcasts could invite students to connect various reference sources related to learning material information. Although podcast media has a positive impact with various benefits, this research aims to describe the implementation of podcast media as a creative learning resource in social studies learning. Moreover, it aims to identify obstacles arising from using podcast media as a creative learning resource in social studies learning.

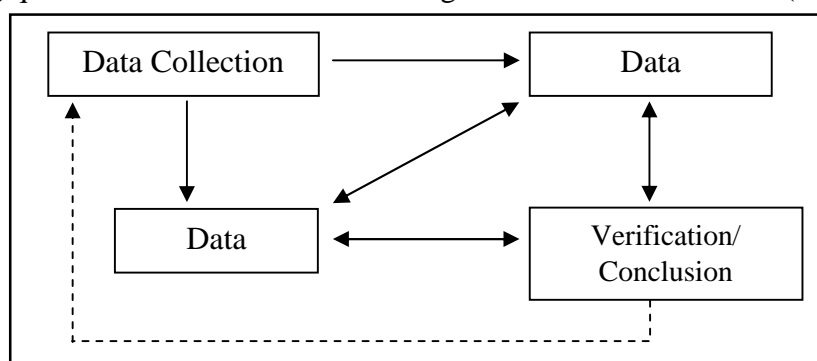
## **Research Method**

This research used qualitative research methods with a phenomenological approach. The method in the research was chosen because the nature and characteristics of the research object are meticulously based on natural conditions and realities in society. It is in line with Creswell's (2015) thinking that qualitative research begins with assumptions and interpretive frameworks that form a study of research problems related to the meaning imposed by individuals or groups on a social problem. The descriptive method aims to systematically describe the facts or characteristics of a particular population or field factually and accurately (Isaac & Michale, 1981, in Rakhmat Ibrahim, 2016). The phenomenological approach was used to interpret the experiences of educators and learners as informants directly. The perception of educators and learners is a life experience carried out in this matter; as explained by Creswell (2015), phenomenological studies are approaches that can describe the general meaning of an individual based on his life experiences related to concepts or phenomena. Thus, this study did not test the hypothesis. However, explain systematically, and look for relationships factually and carefully. This research was conducted at SMP Kesatrian 1 Semarang City, Jalan Soekarno-Hatta Number 64, Palebon, Semarang City, Central Java. The study subjects were students of SMP Kesatrian 1 Semarang City, which totaled 26 (15 male and 11 female students), and teachers who taught social studies subjects. The study was conducted from May to June 2022. Secondary data were obtained through direct or indirect interviews, observations, and documentation. At the same time, the secondary data used in this study were archives of documents, photos, and others.

Phenomenological research data processing can be bedone with various techniques, namely observation, interviews, documentation studies, and field notes. Researchers collected



data through three main activities: interviews, observation, and documentation. Data were analyzed from observation of educator and student activities, interview results, field notes, and student evaluation results. Data in the form of observations of educator activities, interview results, and field notes were analyzed in the form of descriptions and drawing conclusions. Researchers used data analysis techniques by Miles and Huberman in Sugiyono (2011), which consisted of (1) Data collection, (2) Data Reduction, (3) Data presentation, and (4) Conclusion retrieval or verification. Researchers conducted these four processes to obtain complete analysis results following the research focus. The following is a chart of the process of analyzing qualitative research data according to Milles and Huberman (1992):



**Figure 1. Qualitative Research Data Analysis Process**

The validity of the data in this study was obtained through data triangulation techniques by utilizing other sources obtained through the study, namely the results of observations and interviews with other informants.

## Results and Discussion

This section results from research on using podcasts as a creative learning medium, especially in social studies learning at SMP Negeri Kesatrian 1 Semarang City. The results of the study are analyzed, elaborated, interpreted, and described in detail and in depth as follows.

### *Podcast Implementation as a Creative Learning Resource to Social Studies*

Media Podcast media is familiar to some people; audio and video podcasts are now an exciting platform and are in demand by various groups. Podcasts started from apple broadcast users; until now, they can be accessed freely through online platforms. Podcasting is a method of disseminating recordings in the form of audio sent over the internet (Walton et al., 2005). Podcasts can be listened to on various platforms, including iTunes, Stitcher, Google Play, and Spotify. Podcast listeners spend the most time on Spotify. The Spotify app includes categories for hosting various types of podcasts. It aims to make it easier for listeners to choose according to the atmosphere that is happening. The categories provided by Spotify still display in detail its sub-categories, such as Stories podcast, True Crime podcast, News & Politics podcast, Comedy podcast, Sports & Recreation podcast, Society & Culture podcast, Educational podcast, Life & health podcast, Business & Technology podcast, Arts & Entertainment podcast, Music Podcast, Games Podcast, and Kid & Family Podcast. The sub-category powerfully illustrates the amount of typical diversity and themes of podcast content creators. In mid-2019, podcasts began to penetrate in the form of videos. So nowadays, podcasts refer to audio and video podcasts. The term podcast means audio and video material available on the internet that can be automatically transferred to portable media for free and subscription (Efi, Yudhapramesti, & Aristi, 2017).





Podcasts can go through various applications; one of the famous ones is the Spotify application. The application is now starting to pick up, mix, and match as a learning resource, especially in this digitalization era. Educators can develop learning creatively and innovatively, whether utilizing technology or not. Podcast media has flexibility and accessibility that is good enough to be used in learning (Hutabarat, 2020). It makes the content in the podcast an exciting platform to use in distance learning. As a learning material, content is created that will be broadcast through podcasts using everyday language so that students can easily understand it. It is in line with the opinion of Supriatna (2020) that the use of ways to accommodate diversity using teaching styles is because cognitive experience is considered a feature of learning.

Utilizing the podcast platform as a learning medium requires several stages, including planning, implementation, and evaluation. At the planning stage, it is carried out to prepare a Learning Implementation Plan (RPP) with material to be summarized in the podcast platform. In addition, the planning carried out is in the form of a needs analysis; in this context it is material as teaching material. The needs analysis process is carried out to be on target and function properly in the development process. The material selection must be adjusted to the competencies and core competencies. This time at SMP Kesatrian 1 Semarang City used the material on Humans and Needs in class VII. The material is packaged using everyday language so that it can be understood by students easily. In addition, educators need to make a sufficient duration to make a recording. Ready material can be used as audio recording material for podcast platforms. Successfully recorded audio requires an editing or editing process for maximum results. Before uploading the edited audio results, it is necessary to follow the process of determining the name, podcast or scene design, logging, and display design. Once the audio material has been completed, the audio is uploaded to the podcast platform as finished content. The review stage is required when the audio upload is successful. At this stage, a trial of podcast media playback that already contains audio material is carried out.

The following is a display of podcast media as a creative learning resource in social studies learning.



**Figure 2. Podcast Platform Display as a Learning Resource**

Social studies learning requires the delivery of material with the use of technology in the era of digitalization. It is due to the reasonably dense social studies learning material. If the material is packaged concisely and uses everyday language, it can make students easy to understand. At the implementation or implementation stage, it can be done in the classroom



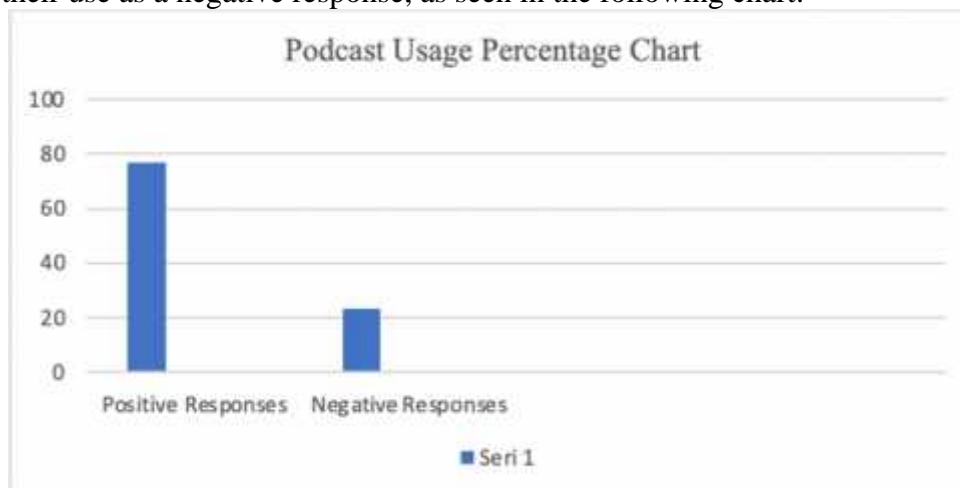
or at home as distance learning. Podcast media as a learning resource is considered efficient and relevant for students, especially when learning distances. The content within the podcast platform can be accessed for free and repeatedly. It makes it easier for students to repeat the material if someone needs to help understanding it. During the implementation, students are given a specific time to understand by listening to the recordings in the podcast content. Learners can listen carefully. In order to make the implementation more meaningful, implement the experiences of students by writing down the experiences they have had related to the material presented in the podcast. The material they write can be podcast content with different segments. It can train students to actively interact in making learning resources in the learning process.

Educators and learners can review the learning resources used in the podcast content at the evaluation stage. The analysis consists of the disadvantages and advantages of podcast content used as teaching material. Podcast media as a learning resource in the form of a summary of material is considered efficient and relevant for learning. It is shown in the following table:

**Table 1. Podcast Usage Responses Data**

| No    | Podcast Usage Response | Number of Students | Percentage |
|-------|------------------------|--------------------|------------|
| 1.    | Pleasant               | 6 students         | 23,08%     |
| 2.    | Easy to Understand     | 9 students         | 34,61%     |
| 3.    | Creative               | 3 students         | 11,53%     |
| 4.    | Innovative             | 2 students         | 7,7%       |
| 5.    | Hard to Access         | 4 students         | 15,38%     |
| 6.    | Elusive                | 2 students         | 7,7%       |
| Total |                        | 26 students        | 100%       |

Based on the table, of the 26 grade VII B students of SMP Kesatrian 1 Semarang City, 20 people considered the use of podcast media as an alternative learning resource to be very good, creative, innovative, and easy to understand as a positive response. While the rest have difficulty in their use as a negative response, as seen in the following chart:



**Chart 1. Podcast Usage Percentage Chart**

Thus, 76.9% of students can use podcast media as a learning resource to understand social studies learning materials, and 23.1% of students have difficulty using podcast media as a social study learning resource. Reviews for students and educators can be carried out openly in the classroom, using WhatsApp groups to express opinions as a form of evaluation.



Evaluation is used as material for improvement in the development of the use of learning resources with podcast media.

### *Obstacles that arise in the Use of Podcast Media as Creative to Interactive Media in Social Studies Learning*

The implementation of podcast media as a learning resource for social studies learning has several internal and external obstacles. Internal barriers are obstacles that occur between educators and students. Meanwhile, external obstacles occur because they are caused by external parties other than educators and students. The barriers internally are seen in the time it takes educators to create content within a podcast platform. Meanwhile, Pravitasari et al. (2021) stated in their research that understanding and concentration are included in internal factors, while the obstacles of facilities and the environment are included in external factors. Podcast media takes quite a long time, from the planning process to the upload process. In addition, the obstacle for students is that their mobile phone capacity needs more space to download the Spotify application. 23.08% of learners need help if it is only based on audio in the learning process. It is natural because audio podcast media in education is still relatively rare, so it requires adaptation. It is in line with the opinion of Fadilah et al. (2017) that it requires great effort to study and explore the potential of audio podcasts. So far, there has not been much research on audio podcast trends in Indonesia. It is undeniable that downloading audio materials is widespread, especially for audio materials with entertainment content such as songs. However, audio podcasts loaded with information, news, and education have yet to surface.

In addition, students need visualization to better understand in exploring material in the learning. External barriers are caused by external parties, such as the family environment at home, that can shift students' focus. It happens during distance learning. Conditions at school and home are indeed much different. Students should be able to focus on studying even at home. Students' focus is disrupted because family members invite them to play or help clean the house. Some of these obstacles can still be minimized and appropriately overcome. Making a schedule is very important when creating podcast content for learning resources in social studies. Using podcast content through the Spotify application that can be repeated several times can ensure students are focused on the material.

### **Conclusion**

The conclusions from this research include: 1) The use of technology in learning has become innovative and creative in the millennial era, especially in podcast media. Podcast media is a digital platform that can be used as a learning resource for students in social studies learning: 2) The implementation of the use of podcast media as a learning resource is divided into three stages, namely the planning, implementation, and evaluation stages of the three stages are carried out systematically. Based on this research, 76.92% of students understood learning materials with podcast media as a learning resource. In addition, there were 23.08% of students had difficulty using podcast media. It is due to several obstacles, both internally and externally. The internal obstacle was the lack of memory capacity to access the Spotify application on the student's mobile phone. External obstacles exist due to learning distractions from the family environment if learning is carried out at home.



## Recommendation

Recommendations for follow-up studies using the media of podcasts need to uncover analytical tests that provide different results. Researchers or other practitioners can test using the Research and Development (R&D) method to find out how much effectiveness and feasible the use of podcast media is in depth. In addition, the role of creative educators affects the diversity of media utilization in learning. For the government in the field of Science and Technology (IT) in education, it is necessary to develop digital-based learning media that can be socialized to various schools.

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