

Building Environmental Awareness Through Podcasts: Its Impact on Elementary School Students' Listening Skills

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Abstract

Listening skills are an important part of developing children's knowledge, so it is necessary to choose the right learning media. Podcasts have advantages that are relevant to listening skills and instill environmental awareness in elementary school students. This study aims to explore the influence of using podcast media in building environmental awareness among elementary school students and its impact on their listening skills. The method used in this study is a descriptive qualitative approach, involving fourth grade students from several elementary schools as participants. Data were collected through in-depth interviews, observations, and analysis of podcast content used in learning. The results of the study showed that the use of podcasts as a learning medium was effective in increasing students' environmental awareness. Students involved in podcast listening activities showed a significant increase in listening skills, which was reflected in their ability to understand and discuss environmental issues raised in the podcast. In addition, students also showed a more caring attitude towards the environment, which was marked by active participation in environmental activities at school. This study concluded that podcast media not only functions as a tool to improve listening skills, but also as an effective means to build environmental awareness among elementary school students. These findings are expected to contribute to the development of more innovative and responsive learning methods to environmental issues.

Keywords: podcast media, listening ability, environmental awareness

1. Introduction

Listening can be said to be a 'process' because it is done through several stages. The listening process occurs when someone can absorb information from the informant well. Listening is a process that involves listening to the sounds of language, identifying, interpreting, assessing and responding to the meaning of the spoken discourse (Hajar, et al.: 2018). Listening is not only an activity of listening but listening is also an activity that is intentionally attentive with understanding, appreciation, interpretation, reaction, so as to obtain information, capture content, and understand communication. Improving listening skills also means being able to help improve a person's

speaking quality. Listening activities can be used as a means of learning to gain knowledge from the results heard and as a means of communication skills to express ideas or ideas to others fluently and accurately (Tarigan, 2013). In the learning process in the classroom, most of the time used by students is for listening or listening activities. In general, every day students use 55% of their communication time for listening, 23% for speaking, 13% for reading and 8% for writing (Sultan & Akhmad, 2020). The condition of students in listening activities is currently quite concerning, listening skills are something that is not taken into account and is not considered important compared to other skills (Satria, 2017). Teachers should be aware that when students' sense of hearing is functioning well, it does not mean that their listening skills are good. Therefore, teachers need to teach students the best way to listen so that they can develop good listening skills.

Instilling an attitude of caring for the environment in students can start from maintaining the cleanliness of the classroom and school by throwing away trash in its place, doing class duty, taking care of plants, and so on. Cleanliness in the school environment is not only the responsibility of students, but also also the responsibility of teachers and everyone in the school. One way to foster environmental care character in MI/SD students is by implementing clean and healthy living behavior. This behavior plays a very important role in instilling environmental care character values (Harianti, 2017). The involvement of the younger generation in environmental conservation and management efforts has great importance and influence in the social and environmental context. Protecting the environment is the main responsibility of young people in the ecological citizenship movement (Silfana & Samsuri, 2019).

But in reality, there are still many schools whose environments are not maintained. The cause of the unmaintained school environment is the lack of awareness in maintaining the cleanliness of the school environment. In the school environment, teachers are the most influential figures on students, because whatever the teacher does, students will follow. Therefore, teachers must invite and provide examples of good behavior such as throwing garbage in its place. That way, students will follow what their teachers do. Instilling environmental care character education in MI / SD students can be implemented through the development of attitudes that are integrated into the learning curriculum (Kelas & Sd, 2019). In this context, the value of caring for the environment as one of the values in character education becomes very important to be instilled in early childhood, especially MI/SD students (Afriyeni, 2018).

Learning will achieve results that can be said to be optimal if a teacher has utilized the media properly. Media is an important component during the process of transferring ideas, concepts, or opinions carried out by teachers to students. The use of media in listening learning is also supported by the opinion of Umar (2013:130) who states that learning media is a tool, method and technique used as a communication intermediary between teachers and students more effective in the process of teaching and learning in schools. Creative use of media will increase the possibility for students to learn more, instill what they learn better, and improve their performance in performing skills according to learning objectives. . One of the digital learning media that can be used in teaching listening is *Podcast-based audio media*.

Podcasts are entertainment media, but developments in the era have made podcasts have another function, namely as a learning medium. *Podcasts* are a new innovation for the development of audio-based learning media. In Indonesian, *podcast* has been equated with podcasts. Podcasts are audio or video files that are uploaded to the web so that they can be accessed by individuals, both subscribed and unsubscribed, and can be listened to or watched using a computer or portable digital media player (Zellatifanny, 2020). As an audio medium, podcasts can be used as a tool in listening learning, especially in elementary schools. The material or content contained in podcasts is very diverse, ranging from economic, cultural, news, sports, health, comedy, business, family, and educational content. In the context of learning, this content can be adjusted to the material to be taught. In other words, teachers can use this media as something new for students (Sultan & Akhmad, 2020).

The use of podcasts in learning provides many benefits, including: (1) teachers can develop learning topics with various versions, and (2) students will be more focused and comfortable when listening to the material because the podcast is not interspersed with advertisements (Lintang Enrico, 2018). Another benefit of audio podcasts is that they help students understand the material given and increase their focus on something (Pratiwi et al., 2019). The advantage of podcasts is that they provide access to listeners to choose the programs/content they like, listeners can also download them automatically so that they can be listened to anytime and anywhere. The use of podcasts as a learning medium can also train students' motor skills because when the listening process is carried out, students will automatically select information and focus on something. Podcasts also increase the level of understanding and improve the imagination of their listeners.

Goldman (2018) explains that *Podcasts* have benefits including: *Podcasts* can be used as an innovative teaching resource for teachers in classroom learning activities; *podcasts* help students' learning processes both in and out of class; *Podcasts* can improve teacher readiness in the preparation process before teaching; and *Podcasts* are a digital learning tool with practical value in the classroom environment. Apart from Powerpoint, Google

Classroom, Google Meet, and Zoom (Firyal, 2020), the use of podcasts has been studied by several researchers to be used as a medium for learning or as a means of independent learning for students (Bustari et al., 2017; Norhayati & Jayanti, 2020).

Based on the literature reviewed by Putri & Irwansyah (2020), podcasts have the potential to be utilized in various fields, such as education and the tourism industry (Putri & Irwansyah, 2020). Added by Harkandi Kencana (2020), the development of podcasts has given rise to *streaming applications* such as Spotify, PodMe, Noice, Overcast, and others (Harkandi Kencana, 2020), making it easier for listeners to access their favorite podcasts. Not only that, podcasts also have the opportunity to be accessed safely and comfortably, considering that *the bandwidth* required is relatively small (Zellatifanny, 2020). The Podcast media used in Indonesian language learning at the Integrated Agricultural Vocational School of Riau Province is considered good for media use. (Rika Febriani, Dadang S. Ansori, 2023). Learning listening skills using podcast media based on the project-based learning model in Indonesian language learning at SMP Negeri 1 Kubutambahan can increase student participation. (K. Perayani, IW Rasna, 2022).

Podcast learning media effectively improves student learning outcomes in listening to fantasy stories of class VII MTs Al-Husna (Zulfa F et al., 2023). One innovation that makes it easier for teachers and students to practice listening skills is podcasts. Podcasts are audio-based materials and currently there are many *podcast applications* on *smartphones* that can be downloaded, one of which is *BBC Learning English* . There are several features in the *BBC Learning English application* that can help students learn English, especially listening independently. (Ni Wayan Haryati Utami, 2022). The podcast application is an effective and brilliant media that can be recommended for use in teaching listening, especially for eleventh grade students of SMA Negeri 2 Bangkalan. It can be seen from the results of this study that there is a significant difference in listening scores before and after students were taught using the podcast application for eleventh grade students of SMA Negeri 2 Bangkalan. (R. Dwi Arifa Camelia et al., 2021). Podcast media can be used as a place to convey information including environmental issues. Podcasts are audio or video files that can be accessed via the internet network. Podcasts are widely loved by the public because they are very easy to use to share their thoughts and ideas with many people (Melinda, 2021). Podcasts are often considered to have similarities with radio, but it can be said that podcasts are practical compared to radio (Sudarmoyo, 2020).

Based on the relevant research studies that have been conducted, none have studied the influence of using podcast media in building environmental awareness among elementary school students and its impact on their listening skills. The use of *podcasts* as a learning medium is effective in increasing students' environmental awareness. Students who are involved in *podcast listening activities* show a significant increase in their listening skills, which is reflected in their ability to understand and discuss environmental issues raised in *podcasts* . In addition, students also show a more caring attitude towards the environment, which is indicated by active participation in environmental activities at school. This study concludes that *podcast media* not only functions as a tool to improve listening skills, but also as an effective means to build environmental awareness among elementary school students. These findings are expected to contribute to the development of more innovative and responsive learning methods to environmental issues.

2. Research Methods

The design used in this study is descriptive qualitative. Qualitative research is research that analyzes and describes a phenomenon, event, social activity, attitude, belief, perception, thinking individually or in groups (Sukmadinata, 2017). The case is applied because the problem and focus of the research have been determined before exploring the scope of the problem. This study uses an intrinsic case study type because the research focuses on the case itself (Creswell, 2012). This study aims to explore the influence of the use of podcast media in building environmental awareness among elementary school students and its impact on their listening skills . Participants in this study were the principal, teachers and fourth grade students of SD Negeri 02 which is a driving school that has implemented the independent curriculum. Sample selection uses the purposive sampling method. The sample size in qualitative research tends to be uncertain, because the emphasis is on the completeness and depth of data that can be explored as needed to understand the research problem (Creswell, 2012).

Table 1. Demographics Participant

Participant	Age	Educational level
Grade 4 students	10-11 th	SD
Grade 4 teacher	35 th	S1

Data collection techniques using observation techniques, interviews and analysis of podcast content. Observation techniques Observations were carried out during learning sessions involving podcasts, while interviews aimed to gain a better understanding of how students responded to the material delivered through podcasts and how it affected their environmental awareness and listening skills. Interviews can be used to determine the extent to which *Podcasts* can make students interested in participating in learning and can help students understand the material given by the teacher. Podcast content analysis was carried out to determine themes related to environmental issues, such as climate change, waste management, how to process waste properly, how to maintain environmental cleanliness and nature conservation, etc., podcast delivery style and the effectiveness of podcasts in learning.

The data analysis technique uses an interactive model proposed by Milles and Huberman which includes data collection, data reduction, data presentation, and drawing conclusions. Data validity is obtained through source and technique triangulation. Source triangulation is carried out by checking data obtained through several informant sources (Sugiyono, 2020). Researchers in this study used source triangulation by comparing and reconciling the truth of data obtained from the principal, grade IV teachers and grade IV students. Technical triangulation is carried out by reviewing data from the same source using different techniques (Sugiyono, 2020). In this study, the researcher checked data from each source through three techniques, namely interviews, observations and document content analysis. This study compares the results of data obtained through interviews related to learning observation activities, interviews with informants including principals and students, and documentation related to discussions in the study to strengthen information so that complete data is obtained. In this study, observation techniques were carried out repeatedly to obtain credible data regarding the use of Podcast media in elementary school students' listening learning.

3. Results and Discussion

Use Of Podcast Media In Learning Activities In Class

In the research process, the process of face-to-face learning activities using Podcast media was directly observed. After that, interviews were conducted with grade IV teachers and grade IV students directly (*face to face*) which aimed to find out more clearly the responses of teachers and students based on the interview results. The last data collection was documentation in the form of photos, carried out during the observation process, and interviews. This documentation aims to strengthen the data that has been obtained. Based on the research that has been carried out, field findings were obtained from the observation process as evidenced by the image below:



Figure 1. Observation of learning activities using podcast media

In its application in the classroom, *podcasts* are used by teachers as learning media. Mrs. Nurul as a teacher in grade IV of SD Negeri 02 Karanganyar provides learning materials using podcast media. Teachers can actually prepare and think about how to make good *podcasts* . This needs to be adjusted to the learning objectives to be achieved. In achieving the objectives of the learning process in schools, knowledge and understanding of various teaching methods are very important for a teacher. These methods need to be studied and applied by teachers when teaching. The main goal is to achieve good student learning outcomes. To achieve good learning outcomes, teachers need to use appropriate learning methods to meet the needs in the context of classroom learning in order to educate and teach students (Nasution, 2017:1). The use of *podcasts* in learning provides many benefits, including, (1) teachers can develop learning topics with various versions, and (2) students will be more focused and comfortable when listening to the material because *podcasts* are not interspersed with advertisements (Lintang

Enrico, 2018). This is certainly different when students watch learning videos via *YouTube* which sometimes show lots of advertisements. As an audio medium, *podcasts* can be used as an aid in listening learning, especially in elementary schools. The material or content contained in *podcasts* is very diverse, ranging from economic, cultural, news, sports, health, comedy, business, family, and educational content. In the context of learning, these contents can be adjusted to the material to be taught. In other words, teachers can use this media as something new for students (Sultan & Akhmad, 2020).

Based on the results of observations of the actions taken by researchers, it can be concluded that the application of podcast-based audio media can improve the quality of the learning process and outcomes. The results of the observation show that the use of podcast media during student learning is very enthusiastic when listening to podcasts related to environmental issues. They look more active and involved in the discussion after listening to the material. For example, during the question and answer session, many students asked questions and gave opinions on the topics discussed in the podcast. This shows that podcast media is effective in attracting students' attention and encouraging them to think critically about the environment.

During the observation, there was an increase in environmental awareness among students. They began to show concern for issues such as plastic waste and climate change. Some students even proposed ideas for environmental projects at school, such as recycling programs. This indicates that the use of podcasts can increase environmental awareness and encourage students to contribute to protecting the environment. Students' awareness of the importance of protecting the environment increased. They held discussions related to environmental concerns more often.

In terms of listening skills, students showed significant improvements. Observations showed that they were better able to capture important information from podcasts compared to traditional learning methods. Students appeared more focused and less distracted when listening to podcasts. Several students also reported that they found it easier to understand the material presented through audio compared to reading text. This shows that podcast media can effectively improve students' listening skills.

Overall, the observation results show that the use of podcast media not only helps in building environmental awareness among elementary school students, but also contributes positively to their listening skills. This study emphasizes the importance of integrating modern media in education to improve students' learning experiences and their awareness of environmental issues.

Interview Activities With Teachers And Class IV Students

After conducting observation activities on learning activities, the researcher then conducted interviews with grade IV teachers and grade IV students of SD Negeri 02 Karanganyar. Interviews were conducted to obtain data on how students and teachers responded after they carried out learning activities using *podcast media*. The interviews aimed to gain a better understanding of how students responded to the material presented through *podcasts* and how it affected their environmental awareness and listening skills. Interviews were also used to determine the extent to which *podcasts* could make students interested in participating in learning and could help students understand the material given by the teacher.



Figure 2. Interview with teachers and grade IV students

Based on the interview results, it was found that students enjoy listening to stories through *podcasts*. For them, *podcasts* are a new learning medium. So far, they have only listened to stories through *YouTube* media played by teachers or listened to their teachers telling stories directly. Although the media used is only in audio form, this will actually make students' concentration higher in listening. Students must focus because if they are careless, they will miss information from the story being conveyed. Audio *podcast learning media* is indeed

focused on the sense of hearing. If students can maximize their sense of hearing, they will easily understand the material being conveyed. Improved listening skills the following are the results of in-depth interviews covering several important aspects of this study.

In the interviews, many students stated that using podcasts made them more interested in learning about environmental issues. One student named Shifa said, *"Podcasts make information more interesting and easy to understand. I can listen anytime, and it helps me understand environmental issues better."* This shows that podcasts can increase students' interest in learning. The interviews also revealed that students felt more aware of environmental issues after listening to podcasts. One teacher stated, *"After using podcasts, I see a change in the way students talk about the environment. They care more and often discuss how to protect the environment."* This shows that podcasts play an important role in building environmental awareness among students.

In terms of listening skills, many students reported that they felt better at understanding the information presented. One student named Luqman said, *"I feel more focused when listening to podcasts than when reading books. The voice and the way delivery make I more easy catch information."* This shows that *podcast* media can improve students' listening skills, which are important skills in the learning process. Podcasts provide interesting and varied content, which can improve students' focus while listening. This is important because listening skills are an integral part of the learning process, especially in language learning. By listening to podcasts, students not only learn to understand the information conveyed, but also practice capturing the nuances and intonations in the conversation. Podcast media has a significant influence on students' listening skills. Based on research, the use of podcasts as a learning medium can improve students' listening skills effectively. One of the research results shows that audio podcasts can be used to practice listening skills, because their interesting and easily accessible format makes students more involved in the learning process.

Overall, the interview results show that the use of podcast media not only helps in building environmental awareness among elementary school students, but also contributes positively to their listening skills. This study highlights the importance of integrating modern media in education to enhance students' learning experiences. By utilizing digital learning media, it will help teachers develop their creativity and make students interested in participating in learning. The positive responses given by teachers and students can be input for teachers to use creative and innovative learning media.

Podcast Content Used As Learning Media In Class

The available podcast content is very diverse and presented with various types of delivery. The selection of podcast media that is suitable for use in learning for elementary school age children must of course be adjusted to the learning objectives to be achieved. In this case, six podcast media were selected which are suitable for use in learning and contribute to improving students' listening skills. Through the content presented in the podcast, students can understand various problems that occur in the environment so that they have a caring attitude and are motivated to protect the environment.

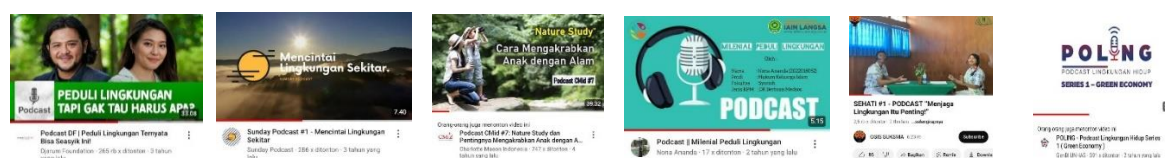


Figure 3. Podcasts used in learning

Podcast content that is appropriate for listening learning about environmental awareness The selection of material to be delivered via *podcast* needs to be adjusted to several things, namely (1) *podcasts* are used as a complement to learning media, (2) the selection of material must be in accordance with the syllabus, lesson plans, and textbooks that will be taught, (2) the duration of *the podcast* must also be in accordance with the time already in the lesson plan, not too long or too short. If the duration is too long, it is feared that students will get bored listening. If it is too short, the information conveyed will be less in-depth. A good duration in a learning *podcast* should be between 10 and 15 minutes, (3) the form of *the podcast* is adjusted to the characteristics of elementary school students (Laila & Mahasiswa, 2020).

The following are the results of the podcast content analysis that are relevant to the objectives of this study. There are 6 podcasts used by teachers as learning media. The podcasts analyzed generally have themes related to environmental issues, such as climate change, waste management, how to process waste properly, how to maintain environmental cleanliness and nature conservation. The content is presented in the form of an interesting narrative, often using real stories or examples that can be related to students' daily lives. This helps students to better understand and feel the relevance of environmental issues in their context.

The delivery style in podcasts greatly influences students' listening skills. Podcasts that use simple and clear language and interesting intonation tend to be easier for students to understand. In addition, the use of sound elements such as background music and sound effects also add to the appeal and help students stay focused while listening. Podcasts about environmental issues and environmental awareness are interesting for students to listen to. They are very active and enthusiastic in participating in learning using environmental podcast media. Analysis shows that podcasts that present information in an interesting and relevant way can increase students' environmental awareness. Students reported that they felt more concerned about environmental issues after listening to podcasts, and many of them started discussing ways to protect the environment around them.

The interactivity presented in the podcast. Some podcasts also invite listeners to participate, for example by asking questions or challenges that can be done at home. This creates a greater sense of involvement and encourages students to think critically about what they hear. This interactivity has been shown to be effective in improving listening skills, because students are not only passive listeners, but also active in the learning process. Overall, the results of the podcast content analysis indicate that podcast media can be an effective tool in building environmental awareness among elementary school students and improving their listening skills. With interesting content, clear delivery style, and elements of interactivity, podcasts can create a fun and beneficial learning experience for students.

4. Conclusion

A qualitative study entitled "Building Environmental Awareness Through Podcasts: Its Effect on Elementary School Students' Listening Skills" shows that the use of podcasts as a learning medium has a significant positive impact on students' environmental awareness and listening skills. Through the experience of listening to podcasts, students not only increase their knowledge of environmental issues but also show improvements in their listening skills. The study also found that students who listened to podcasts experienced increased awareness of various environmental issues such as climate change, the importance of recycling, and nature conservation. This indicates that the format of delivering information through podcasts is not only interesting but also effective in instilling environmental values in the younger generation. The emotional involvement generated from podcast content also contributes to students' motivation to care more about the environment.

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