

University Students' Perception of Indonesian Language Learning Innovation-Based Podcast

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ABSTRACT

In the evolving landscape of digital education, integrating innovative tools into language learning is crucial for enhancing student engagement and accessibility. This study examines the incorporation of podcasts, defined as episodic digital audio content accessible via the internet, in Indonesian language learning at the university level. Utilizing a descriptive qualitative methodology, the research focuses on 32 students from the Indonesian Language Education program at Bung Hatta University. Despite general familiarity among students with podcasts, their application as an educational tool for Indonesian language instruction is infrequent within this program. Data were collected through surveys comprising multiple-choice and essay questions, administered through Google Forms. Findings suggest a need for Indonesian language educators to more actively integrate podcasts into their teaching strategies, leveraging this medium's potential to enhance accessibility and engagement in language learning. The implications of this research highlight the importance of adopting digital audio content as a complementary tool in language education, encouraging educators to explore innovative methods to enrich the learning experience and improve student outcomes.

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1. INTRODUCTION

The COVID-19 pandemic has fundamentally reshaped various sectors, particularly the education sector, prompting a significant shift towards digital teaching and learning modalities. As the world began to navigate the post-pandemic landscape in early 2022, educational institutions initiated a return to offline learning, albeit with necessary adaptations such as student number restrictions and modified schedules to ensure safety and compliance with health guidelines. This transition has underscored the importance of blended learning, an educational strategy that merges online and traditional face-to-face instruction, providing a flexible and resilient approach to education. Blended learning not only caters to diverse learning preferences and needs but also ensures continuity of education in the face of potential future disruptions. Moreover, it encourages the development of digital literacy skills among students, which are essential in the modern, technology-driven world. This adaptive strategy highlights the evolving nature of educational practices in response to unprecedented global challenges, emphasizing the need for institutions to remain agile and innovative.

Despite the conclusion of the pandemic, the persistence of blended learning in higher education underscores an ongoing need for innovative teaching methods to enhance student comprehension and engagement. Innovation, as characterized by Azkiya & Syarif (2021), involves introducing novel solutions within specific social contexts to address existing challenges. This concept extends beyond mere novelty, encompassing efforts to integrate and refine various components into cohesive units that contribute added value to educational services, practices, and policies. Effective innovation in education includes the development and implementation of advanced digital tools, interactive learning platforms, and adaptive curricula tailored to diverse learning styles and needs. By fostering an environment that supports continuous improvement and responsiveness to change, educational institutions can better prepare students for the dynamic demands of the modern world. Such efforts not only benefit academic institutions but also have a positive ripple effect on their wider communities, promoting a culture of lifelong learning and adaptability. Ultimately, the commitment to innovation ensures that higher education remains relevant, inclusive, and capable of meeting the evolving expectations of students and society.

Thus, educational innovation serves as a crucial mechanism for revitalizing teaching materials and methodologies, aiming to enrich the learning experience and ensure that students acquire knowledge and are equipped to think critically and solve problems effectively. Learning innovation aims to create students who can think critically in solving problems (Purba et al., 2019). In this case, students are required to have strong reasoning in solving a problem, so they can digest problems and be able to find solutions well (Rini et al., 2020). Innovative learning focuses on students so that these students can express ideas freely (Deni Hidza Maulana & Suseno, 2019). The ideas conveyed are not only free but also controlled.

Learning is a pattern or composition that is arranged from human elements, material and materials, tools, equipment, and steps that mutually influence the achievement of learning objectives. Humans involved in the teaching system consist of students, educators, and other education personnel, for example, laboratory assistants (Pinho et al., 2020). Materials include books, stationery, photography, presentation slides, films, audio and video tapes, and others. Furthermore, learning is also said to be a process of transferring knowledge by using various methods, models, and media to support understanding of the material being taught (Azkiya et al., 2019).

From this description, it can be concluded that the teaching and learning process is a process of conveying knowledge from an educator to his students. These activities are not only carried out indoors but also in other places, using sources from books, electronic media, newspapers, television, and internet networks. It depends on the organization and interaction of various interrelated components.

Meanwhile, in the teaching and learning process of Indonesian language material, learning activities consist of four language skills, namely: listening, speaking, reading, and writing skills (Azkiya et al., 2020) to effort to improve these skills, it is necessary to pay attention to various aspects, one of which is the media used in the learning process.

Before that, the main thing that had to be done to achieve competency in the four skills was to conduct a study and evaluation of the learning tools that had been prepared (K. Perayani, 2022). Currently, the government through the Minister of Education and Culture Nadiem Makarim has launched independent learning-based learning, which aims to create a conducive and enjoyable learning atmosphere. As cited (Solehudin et al., 2021) the intent and purpose of independent learning are so that educators and students, as well as parents, can have a happy learning atmosphere. Freedom to learn means that the educational process must create happy atmospheres. Students are not bored and not bored because they only listen to the teacher explaining the lesson, and the teacher is not tired of delivering the material. Various variations of methods and techniques must be designed to create fun learning.

The concept of blended learning applies not only to primary and secondary education but also extends to higher education. The Merdeka Campus initiative exemplifies this at the university level, where students are given the right to study outside their primary study program for three semesters (Firdaus et al., 2020). The Merdeka Learning Kampus Merdeka (MBKM) policy aims to encourage students to master various fields of knowledge beyond their chosen concentration, enabling them to compete on a global scale (Arifin & Muslim, n.d.). This policy necessitates that students understand the concepts, materials, and practices of the four language skills (Husna et al., 2022). To facilitate this understanding, innovative teaching methods are essential. One such innovation in the blended learning process is the use of podcast learning media, which can significantly enhance students' comprehension and engagement.

Podcasts are currently transforming into a model for reporting and interviewing in Indonesia. Many of the initiators of content to influencers influence society with radio broadcast-based content or, commonly known as Podcasts. (Sudarmoyo, 2020) explained that podcast media is an alternative to distance learning that can support learning materials. It was continued by (Susilowati & Faiziyah, 2020) and (Hutabarat, 2020) that podcasts can be supplementary media for students in absorbing lessons, even podcasts are one of the electronic media that can function for the needs of blind students because the blind have an auditory learning style (Kusumastuti & Prabawati, 2022).

Furthermore, another opinion states that a podcast is a sound recording that can be heard by the public through internet media. Unlike the case with radio which is broadcast and performed live on a certain frequency. Meanwhile, podcasts can be implemented widely and flexibly whenever and wherever. And can be heard through various existing electronic media. According to (Sudarman & Syafroni, 2022) podcasts are a means of self-development and expression as well as evidence of people's talent for creativity. Currently, podcasts have developed have various types, (Kusuma et al., 2020) stated that podcasts have developed into several forms in the form of dramas, talk shows, monologues, and documentaries. Recently, podcasts have been developed to refer to material in video form.

Podcasts are not a substitute for traditional educational resources such as textbooks and quizzes (Goldman, 2018), but their presence as a source of knowledge in the teaching and learning process is significant. According to Laila et al. (2020), podcasts enhance learning by increasing flexibility, accessibility, especially through mobile access, and enriching student experiences in blended learning environments.

Previous research highlights the diverse applications of podcasts in education. For instance, Budia et al. (2022) explored the development of the Islamic Millennial Podcast (IMP) to enhance students' understanding of political science. Using the Design and Development (D&D) model, they demonstrated that the podcast received a validation score of 75% and a satisfaction rate of 94.54%, underscoring its utility in political education. Similarly, Ilana et al. (2021) developed a podcast aimed at improving Mandarin listening skills among students, finding that it significantly enhanced listening abilities and comprehension of vocabulary through the ADDIE model. These studies collectively highlight podcasts' potential as versatile educational tools across various disciplines.

Further, Perayani (2022) examined the use of project-based learning podcasts to improve listening skills in Indonesian language classes. This study found that while the implementation followed the

project-based learning model's characteristics, there were areas for improvement in instructional clarity and scoring range. Additionally, Setiana et al. (2021) investigated the use of mini-webinars in Indonesian language learning at the tertiary level, demonstrating that such innovations can foster student independence and serve as valuable learning resources.

Despite these insights, a gap remains in understanding the specific responses of students to podcast-based innovations in Indonesian language learning. This research aims to fill that gap by focusing on how students respond to the integration of podcasts in their learning process. This study will contribute to the existing literature by providing novel insights into the effectiveness and reception of podcast-based learning in Indonesian language education, potentially guiding future educational strategies and innovations.

2. METHODS

This study adopted a qualitative descriptive approach, meticulously documenting and analyzing data related to the research object. The investigation centered on the experiences of students from Bung Hatta University with podcast-based Indonesian language learning. Data collection involved two primary methods: interviews and questionnaires, engaging a total of 32 students who provided insights through both mediums.

Interviews were conducted using a structured guide to capture in-depth perspectives on the participants' engagement with and attitudes toward learning Indonesian through podcasts. These interviews sought to uncover nuanced views and personal experiences, offering rich qualitative data. The questionnaire, consisting of 10 questions, was disseminated via Google Forms to facilitate ease of distribution and response collection. This instrument was designed to quantitatively assess the effectiveness of podcasts in language learning through a series of targeted inquiries.

Data analysis was twofold. Interview responses were qualitatively assessed, with each participant's feedback analyzed to extract themes and patterns regarding podcast usage in language acquisition. This thematic analysis aimed to identify commonalities and divergences in student experiences and attitudes. Questionnaire data were quantitatively analyzed, focusing on calculating average scores, determining the distribution of respondent feedback, and interpreting these findings based on calculated percentages. This quantitative analysis provided a statistical overview of the effectiveness and reception of podcast-based learning.

The comprehensive analysis aimed to provide a detailed understanding of students' experiences and perceptions of using podcasts to learn the Indonesian language. This dual-method approach allowed for a robust examination of both subjective experiences and objective measures of podcast efficacy, thereby contributing valuable insights to the field of language education.

3. FINDINGS AND DISCUSSION

3.1 Findings

The perceptions of Indonesian Language Study Program students at the Teaching Faculty towards innovations in Indonesian language learning based on podcasts are reflected in the following survey results. A significant majority, 90.6% of respondents, indicated that they found the process of learning Indonesian enjoyable, while only 9.4% disagreed, stating that they did not find the current learning methods enjoyable. This positive reception underscores the potential for innovative methods to enhance the learning experience. Moreover, respondents overwhelmingly recognized the importance of incorporating electronic-based learning media into Indonesian language instruction. This is evidenced by 90.6% of students affirming the importance of using such media. The high level of student engagement with these digital tools highlights a clear demand for integrating technology in the educational process.

These findings suggest that students are receptive to and supportive of podcast-based innovations in their curriculum, which could lead to more engaging and effective learning experiences. The positive response to electronic learning media underscores a growing trend towards digitalization in education, emphasizing the need for educators to adopt and integrate these tools to meet student expectations and enhance overall learning outcomes.

Respondents provided insights into the various learning media they had used to learn Indonesian. Among the 32 respondents, 90.6% indicated they had used Zoom meetings, 21.9% mentioned Google Meet, 6.3% used Edmodo, 50% utilized YouTube, 31.3% used Google Classroom, 6.3% engaged with podcasts, and 18.8% mentioned other applications. This data reveals that the Zoom meeting application was the most frequently used tool for learning Indonesian.

The predominance of Zoom meetings suggests that synchronous virtual classes are preferred among students, likely due to their ability to facilitate real-time interaction and immediate feedback. The significant use of YouTube also highlights the value placed on video content, which can provide visual and auditory learning aids that enhance understanding and retention of material. Despite the lower percentage, podcasts and other applications indicate a willingness to explore diverse digital tools.

These findings underscore the importance of integrating a variety of digital learning platforms to cater to different learning preferences and enhance the overall educational experience. The relatively low usage of podcasts suggests a gap and an opportunity for further innovation in this area. Educators can diversify their teaching strategies by increasing the availability and integration of podcast-based content and potentially improving student engagement and learning outcomes.

From these data, respondents explained the advantages of electronic learning media. There are various answers regarding the use of electronic learning media, including being able to overcome learning problems that tend to be monotonous, focus student attention, developing imagination, meet directly with lecturers virtually, facilitate the teaching and learning process, and overcome distance and time. Besides that, it can also be repeated to increase understanding of the subject matter. The message conveyed is fast and easy to remember. The drawback is that it is potentially boring for students.

The next advantage is to make lessons more interesting. Besides that, the advantages of learning with electronic media are keeping up with the times in the millennial era, thus adding insight and knowledge about digital electronics. Furthermore, learning can be done anywhere, so it is efficient in terms of place and time.

Podcasts are one of the electronic-based learning media. In this diagram, it can be seen that 90.6% of respondents are familiar with this podcast application. This means that podcasts are widely known and are of interest to students in the teaching and learning process. The high level of students' knowledge of podcasts is an interesting thing, so lecturers can use this media to explain teaching material. This was elaborated on by the respondent's explanation regarding the definition of podcast understood by the respondent. The results of the study show that podcasts have various meanings. This is in the following description.

"The podcast I know is a recorded discussion in the form of audio to discuss a specific topics"

"People talk"

"Podcast is an audio recording that can be listened to by the general public through internet media, while radio must be done and delivered live in a certain frequency."

"Questions and answers between two or more people recorded and shared via electronic media"

"What I do know about podcasts is a kind of chat about a wide variety of topics using electronic media."

"Face-to-face conversations or chats with two or more people"

"Podcast is a medium that is generally like an interview."

"An audio recording that can be listened to by the general public through internet media"
"Podcast is an audio recording that can be listened to by the general public through internet media. Unlike the case with radio which must be done and delivered directly in a certain frequency."
" Interview or Q&A»
« discussion area»
« according to me a podcast is a voice recording from a host»
« Tells a story »
« Podcast is a medium in the form of questions and answers "
"Interviews or chats between several people"
"Almost similar to radio broadcasting"
"About Podbean"
"A podcast is a provider of means to disseminate audio programs using Internet media. "Users can download podcasts automatically"
"Q&A session"
"A series of digital media files published at any time and can be downloaded via web syndication"
"is a broadcast in the form of a voice recording from a host (the person speaking in the podcast) who discusses a particular topic. Initially, this audio broadcast was only available to iPod users only."
"Storytelling, sharing information"
"No, I just found out the name of the media"
"A podcast is a voice recording that can be listened to"
"Podcast is an audio recording that can be listened to by the general public through internet media"
"Q&A podcast between 2 or more people talking about What the source asked"
"Question and answer"
"Podcast is a question and answer activity about something science"
"What I do know is: using a daily language."

From the various definitions provided by the respondents, it is evident that they have a basic understanding of podcasts. Most respondents described podcasts as sound recordings, while others referred to them as media for discussions and question-and-answer sessions. From these descriptions, it can be concluded that respondents generally perceive podcasts as recorded interviews and discussions, produced in audio format and published on the Internet. However, it is worth noting that one respondent admitted to not knowing about podcasts at all.

Regarding the use of podcasts in learning Indonesian, 62.5% of respondents indicated that their Indonesian language lecturers had used podcasts as a learning medium. This finding, drawn from the 32 respondents, demonstrates that more than half of the lecturers at the Bung Hatta University FKIP have integrated podcasts into their teaching. This is further corroborated by data illustrated in the accompanying diagram.

Interestingly, despite this integration, the use of podcasts in learning Indonesian remains minimal. Only 6.2% of respondents reported frequent use of podcasts in their classes. In contrast, 62.5% stated that podcasts were rarely used, and 31.3% mentioned occasional use. This indicates that while podcasts are employed in Indonesian language learning, their usage is not prevalent.

Moreover, 87.5% of respondents acknowledged that podcast media aided in understanding Indonesian language teaching materials, suggesting that podcasts are a fairly effective tool for learning. Conversely, only 12.5% of respondents felt that podcasts did not help in comprehending the teaching materials, highlighting a general consensus on the effectiveness of this medium.

Finally, the majority of respondents believe that podcasts should be an integral part of Indonesian language learning. Of the 32 respondents, 90.6% asserted that podcasts need to be used as a medium for learning Indonesian, whereas only 9.4% felt that there was no need for their use. This strong endorsement underscores the potential of podcasts to enhance the learning experience and suggests a demand for their increased integration into the curriculum.

3.2 Discussion

The adoption of podcasts as a learning tool has surged, notably in the wake of the COVID-19 pandemic, which necessitated a shift towards remote education. This medium has emerged as pivotal in fostering learner engagement and interest. Specifically tailored to serve as educational content, podcasts incorporate various techniques to enhance listening skills, a fundamental component in language acquisition.

Purnomo et al. (2023) delineate these techniques as reactive, intensive, responsive, selective, and interactive. The reactive approach emphasizes concentrating on the spoken content, a method found to significantly enhance student focus during podcast sessions in previous studies. Intensive techniques involve detailed and focused listening exercises that improve comprehension and retention. Responsive techniques engage learners by prompting them to react suitably to stimuli presented within the podcast, facilitating an interactive learning environment. Selective listening strategies enable students to identify key information from aural content, while interactive methods promote active engagement through discussions and feedback mechanisms embedded in the podcast structure.

Moreover, podcasts present a solution to common challenges encountered in developing listening proficiency. According to Anisyah & Hendra (2023), the diverse array of content available allows learners to identify and address their specific weaknesses by selecting podcasts that cater to their unique needs. This tailored approach not only mitigates potential obstacles in listening comprehension but also underscores the versatility and effectiveness of podcasts in language learning.

Empirical data from this study corroborates the high level of student comprehension and engagement with podcast media. The majority of respondents during interviews attested to the efficacy of podcasts in enhancing their capacity to assimilate aspects of the Indonesian language. This consensus among participants highlights podcasts' potential as a powerful medium in the realm of language education, particularly in facilitating improved listening skills and overall linguistic competence.

Furthermore, the flexibility and accessibility of podcasts make them an ideal tool for both synchronous and asynchronous learning environments. Students can engage with podcast content at their own pace, which promotes self-directed learning and accommodates diverse learning styles. The use of podcasts also encourages a more dynamic and interactive approach to language instruction, moving beyond traditional lecture-based methodologies.

In conclusion, the integration of podcasts into Indonesian language education not only addresses the immediate need for remote learning solutions but also provides a sustainable and effective method for enhancing language acquisition. The positive reception and demonstrated benefits of podcast-based learning underscore the importance of incorporating this medium into future educational strategies to foster better listening skills and overall language proficiency.

4. CONCLUSION

This investigation confirms that podcasts serve as a valuable audio learning tool for delving into specific topics. At FKIP Bung Hatta University, the objective of learning Indonesian encompasses acquiring comprehensive language skills, including listening, speaking, reading, and writing. Notably, the development of listening and speaking abilities necessitates audio resources, for which podcasts are ideally suited. These prerecorded discussions, accessible for playback at any convenience, offer flexibility in learning scenarios. These findings reveal that students within the Indonesian Language Study Program at FKIP, Bung Hatta University, are familiar with podcasts and recognize their utility

in enhancing comprehension of the Indonesian language curriculum. Despite acknowledging the benefits, the integration of podcasts into the teaching methodology remains infrequent.

Given the effectiveness of podcasts in facilitating language acquisition, particularly in listening and speaking competencies, this study urges lecturers in the Indonesian Language Study Program at FKIP, Bung Hatta University, to elevate the use of podcasts as a pedagogical innovation. However, this research was limited to a single class setting, which may not fully represent the broader student population. Future investigations should broaden the scope to include multiple locales and diverse educational contexts. Such expansion would enable a comparative analysis on the efficacy of podcast utilization in Indonesian language education, potentially guiding more nuanced recommendations for instructional practices across diverse learning environments.

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