Podcast Learning Media: Content on Social Science Subjects for Junior High School in Grade VIII
(Media Pembelajaran Podcast: Kandungan Mata Pelajaran Sains Sosial untuk Sekolah Menengah Rendah di Darjah VIII)

VITRI YANTI*, ALWEN BENTRI & WINANDA AMILIA

ABSTRACT

The use of podcast learning media in the Social Studies subject at Al-Azhar 32 Junior High School in Padang City is an essential innovation in enriching learning resources that support the development of students. This podcast allows students to learn independently at home or school. The research and development of this podcast aim to produce high-quality materials through evaluations from material validators, media validators, and students. The research method used is Research and Development (R&D). Assessments from three material validators, two media validators, and one material validator show that the presented material is valid, with a score of 4.8. Meanwhile, in terms of media aspects, the obtained scores are 4.0 and 4.5, indicating a high level of validity. The trial was conducted on 25 eighth-grade students at Al-Azhar 32 Junior High School in Padang City during the second semester of the 2022/2023 academic year. The trial results show that this podcast product is efficient, with an average score of 4.5. Therefore, the podcast is ready to be developed and can be used practically in the learning process, both in the classroom and independently. This podcast material can be accessed online through the YouTube channel and downloaded for offline access.

Keywords – Podcast, Learning Media, Social Studies, Junior High School Students.

ABSTRAK

Penggunaan media pembelajaran podcast dalam mata pelajaran Pengajian Sosial di Sekolah Menengah Pertama Al-Azhar 32 Kota Padang merupakan satu inovasi penting dalam memperkaya sumber pembelajaran yang menyokong perkembangan pelajar. Podcast ini membolehkan pelajar belajar secara bebas di rumah atau sekolah. Penyelidikan dan pembangunan podcast ini bertujuan untuk menghasilkan bahan berkualiti tinggi melalui penilaian daripada pengesah bahan, pengesah media dan pelajar. Kaedah kajian yang digunakan ialah Penyelidikan dan Pembangunan (R&D). Penilaian daripada tiga validator bahan, dua validator media, dan seorang validator bahan menunjukkan bahawa bahan yang disampaikan adalah sah, dengan skor 4.8. Manakala dari segi aspek media pula, markah yang diperolehi ialah 4.0 dan 4.5 menunjukkan tahap kesahan yang tinggi. Perbicaraan dijalankan ke atas 25 pelajar darjah lapan di Sekolah Rendah Al-Azhar 32 di Kota Padang pada semester kedua tahun akademik 2022/2023. Keputusan percubaan menunjukkan bahawa produk podcast ini cekap, dengan skor purata 4.5. Oleh itu, podcast sedia untuk dibangunkan dan boleh digunakan secara praktikal dalam proses pembelajaran, baik di dalam bilik darjah mahupun secara berdikari. Bahan podcast ini boleh diakses dalam talian melalui saluran YouTube dan dimuat turun untuk akses luar talian.

Kata Kunci – Podcast, Media Pembelajaran, Pengajian Sosial, Pelajar Sekolah Menengah Rendah.

INTRODUCTION

The current use of learning media has significantly evolved with the emergence of technology-based instructional media teachers use in the learning process. According to Mail and Novrianti (2017), the involvement of instructional media in the learning process is expected to influence learning outcomes. The more concrete the learning taught and perceived by students, the more effective the learning becomes. Instructional media has the greatest influence on the senses and ensures better understanding through both audio and visual means. Those who only hear have a different level and duration of understanding compared to those who see and hear. With instructional media, learners can better grasp abstract explanations from the teacher, such as the material taught in the Social Studies subject.

In the observation conducted by the researcher at Al-Azhar 32 Junior High School in Padang through interviews with the Social Studies teacher, it was revealed that digital media had not been utilised in the classroom, as the learning process predominantly relied on conventional media such as printed books and worksheets. The teacher abbreviated some topics in their delivery to catch up with the following material to meet the target before the end-of-semester exams. Thus, this process necessitates the use of media so that students can comprehend the instructional material conveyed by the teacher, ensuring effective and efficient learning.

In 2020, "Merdeka Belajar" (Freedom to Learn) was a breakthrough policy launched by the Minister of Education, Nadiem Makarim, which aimed to return the authority of education management to schools and local governments. The management authority of education is realised by providing flexibility to schools and local governments in planning, implementing, and evaluating educational programs carried out in schools. These initiatives align with the principles of the "Merdeka Belajar" policy established by the central government to achieve national educational goals.

In the context of the "Merdeka Belajar" curriculum, Social Studies (IPS) is allocated 1 x 40 minutes per lesson with two meetings per week for Junior High School (SMP) students. However, despite these advancements, teachers sometimes still resort to old teaching methods, such as lectures or brief explanations, due to the urgency of completing the curriculum requirements. This backward step reduces students' opportunities to master and improve their knowledge. Learning is a system consisting of learning elements, including (1) students, (2) the teaching and learning process, (3) learning outcomes with desired competencies, (4) teachers, (5) curriculum, and (6) learning materials. These elements are interconnected and united to achieve the goal of learning. Therefore, all elements must be carefully considered. The learning objectives will not be fully achieved if one element is poorly integrated.

Based on the researcher's observation on January 30, 2022, at Al-Azhar 32 Junior High School in Padang, in the 8th-grade Social Studies class, it was found that the teaching conducted by the teacher still relied on lecture methods and teaching materials such as textbooks and worksheets. Most students were less enthusiastic and not focused during the monotonous learning process, affecting their interest, learning motivation, and grades. Therefore, students require motivating media for learning, followed by discussion by the researcher and the Social Studies teacher, where listening, speaking, reading, and writing skills are crucial in the Social Studies subject, especially for history-related topics.

Furthermore, students perceive that Social Studies requires a lot of memorisation, especially when describing processes. Hence, the use of podcast learning media can greatly assist teachers in explaining process-related materials. This is in line with Diana and Saputra (2020) opinion, as podcasts allow teachers to choose suitable combinations for their materials, whether a combination of images and audio, video and audio, and so forth.

Considering these factors, the researcher aims to improve students' listening skills by creating podcasts as a learning medium accessible to everyone in audio format through computers, laptops, and Android phones. This podcast media can record audio with a scenario that immerses listeners in real situations. Podcasts are audio or video materials available online that can be automatically transferred to a computer or portable media player for free or by subscription (Asmi, 2019).

Based on the above exposition, the researcher is interested in developing a medium to make the learning process more effective and enjoyable. Therefore, this research is conducted by developing "Podcast Learning Media in the Social Studies Subject for 8th Grade at Junior High School".

RESEARCH SIGNIFICANCE

The significance of the research lies in its parallels with Asmi (2019) study, "Development of Podcast-based Audio Learning Media on Local History Material in South Sumatra," which was tailored for history

education students at Sriwijaya University, specifically within the ancient Indonesian history course. Both studies share a common research type, focusing on developing audio-based educational products. However, the distinction between the two lies in the target audience and educational level, underscoring the unique contribution of the current research to the field.

MATERIALS AND METHODS

This study employs a research and development (R&D) approach, a method known for producing practical products within specific fields and relevant by-products. The primary objectives of this development research include verifying the validity and practicality of the resulting product to ensure its suitability for use. The development of podcast products as learning media is anticipated to fulfil the learning needs of students. This expectation is based on the process it undergoes, which includes a pre-expert test phase involving product validation and field trials or practicality tests that inform necessary revisions. Descriptive statistics are used for data processing, providing insightful descriptions addressing design and production challenges.

The model development in this study is the Hannafin and Peck learning design model. The selection of Hannafin and Peck's model was based on the consideration that this model is product-oriented learning. The Hannafin and Peck model is a straightforward instructional design model that progresses through three key phases: needs assessment, design, development, and implementation.

This development research produced an audio-visual product (video podcast) containing class VIII social studies learning materials about the arrival of Western nations to Indonesia. The development results obtained are as follows:

Need assessment

The analysis of needs by researchers was carried out by observing and discussing with teachers about the learning media needed by students in class VIII Teaching and Learning Activities (KBM) in social studies subjects. In this needs analysis, researchers analyse learning starting from curriculum analysis, student analysis, and concept analysis with the following steps:

Curriculum analysis aims to determine what indicators students must achieve so that learning outcomes can be carried out properly. Analysis is carried out by seeing and studying the core material taught and the competencies and learning outcomes that students must possess. After discussing with subject teachers, the material to be developed is about the arrival of Western nations to Indonesia.

Student analysis was carried out by distributing questionnaires in the form of short questions about the learning media used by students in daily learning. The lack of use of learning media other than test books and LKS is one factor that makes students not focus on the learning process. So, learning feels long and tedious.

Concept analysis identifies and inspires material and systematically compiles relevant material concepts. In addition, this analysis is also the basis for compiling learning objectives. There are three sub-sections of material that are the purpose of developing podcast learning media, namely the background of the arrival of Western nations to Indonesia, the process of the arrival of Western nations to Indonesia and the resistance of the Indonesian nation.

Design Phase (Planning)

The design stage is the planning stage for the development of podcast media. Product design at the design stage is based on the previous analysis stage. The product framework is prepared as a guideline for the design stages, starting from writing the script, recording audio, editing the recording, setting the background image on the podcast and changing the audio format to video.

i. Write a script for sentences that will be recorded for the podcast, using Microsoft Office Word to assist in the manuscript creation.

ii. Audio recording is done in the Educational Technology radio studio with two speakers or narrators who will voice the podcast, and one of the narrators will later act as the host.

iii. Sound editing was performed to reduce the noise contained in the recording. Sound editing focuses on getting clear sound. Furthermore, the results will be grouped according to the order contained in the manuscript.

iv. Applying background images enhances the attractiveness of podcast displays. These images serve as a foundational layout for each media display page, which should be tailored to complement the content presented.

v. Changing the audio format into a video podcast, audio that has passed the editing stage will be inserted into the video editing application, namely capcut.

Development/Implementation Stage

Product development is done by revising products based on expert advice and input. At this stage, trials are carried out on students. This trial aims to determine the level of practicality and response of students' assessment of the podcast media developed. Trials were carried out on subjects in this development, namely SMP 32 Al-Azhar Padang students. Based on the practical results of student assessments of podcast media obtained an average of 4.7 with the product category "Very Practical", it can be concluded that podcast media about the process of the arrival of Western nations to Indonesia for class VIII is valid to be used as a learning medium in class VIII junior high school social studies subjects.

RESULTS AND DISCUSSION

Result

Researchers conducted validity tests on media and material validators and questionnaire sheets for students using Likert scales to produce valid and practical learning media. After an assessment, validators provide suggestions that serve as guidelines for improving podcast media.

TABLE 1. Recapitulation of Material Validation Results Data

Assessment Aspect	Average
Content Eligibility	5
Language	4,8
Serving	4,7
Sum	4,8

The material conformity validator categorised the results as 'Very Valid' in the media validation test. The first validator rated the results as 'Valid' in the media validation test, which assessed media suitability, usage, presentation, design, and layout.

TABLE 2. Recapitulation of Media Validation Results Data

Assessment Aspect Validator Media	Average	
	I	II
Media Performance	4	5
Media Suitability	4,3	5
Design	4,3	4,6
User-Friendliness	4,2	4,7
Audio Quality	4,7	4,5
Sum	4,3	4,7

The results of the media practicality test were assessed by 25 grade VIII students of SMP 32 Al-Azhar Padang, whose results were included in the "Very Practical" category. Students expressed that they felt helped by the existence of podcast learning media that researchers have developed.

Discussion

The development research results are presented in the form of audio-visual learning podcast media in MP4 format. Podcasts have become a popular tool in learning because of their ability to convey information audio-logically in an easily accessible way. Podcasts

TABLE 3. Recapitulation of Product Trial Results Data

Assessment Aspect	Average
Podcast Media Materials	4,8
Media Design and Facilities	4,6
Pedagogy	4,8
Sum	4,7

can be used as self-study resources. Students can listen to podcasts about topics studied at school or dig deeper into their interests. Podcasts can be used flexibly to enrich the learning experience and help students engage in active learning. This study aims to provide media that students can use independently as a source of learning based on each student's learning abilities.

In the development process, there is an important step, namely the validity test stage, which involves the role of media validators and material validators. This validation is carried out by involving two media validators and one material validator in accordance with the principles explained by Sugiyono (2019). According to Sugiyono (2019), product validation can be carried out by cooperating with several experts who have experience assessing new product designs. During the product development process, a single revision is made to the design of the media. This is done as part of an effort to ensure that the products produced meet the expected quality standards and are in accordance with the input provided by validators. Thus, these validation steps become an integral part of the product development process aimed at achieving better results.

According to Arikunto (2021), a learning media is considered valid if the results are in accordance with the criteria. Product development results are said to be valid if the product is based on an adequate theory of content validity and all components of the learning product relate to each other consistently construct validity. The results of the research show that both aspects have been fulfilled by validating the material and the media. After the podcast media has been created, media validation is carried out on the media validator. The revised results are used to improve podcast media before distribution. The analysis results are used as guidelines to revise or correct product deficiencies after going through the validation process. The implementation stage is carried out by media practicality tests carried out by students on podcast media from the feasibility aspects of content, language and presentation of material, which can be explained that the assessment carried out by students

gets the category "Very Practical".

CONCLUSION

Based on the research and development results of podcasts as a learning medium in class VIII junior high school social studies subjects, it can be concluded that this podcast media development research uses the Hannafin & Peck model. This research produces podcast media products in the form of videos in mp4 format with content that has been adjusted to the material and learning objectives. The results of media validation tests and material validation by validators show that podcast media is suitable for learning media. The results of the practicality test by users, namely grade VIII students at SMP Al-Azhar 32 Padang, show that podcast media is very practical and suitable for learning.

ACKNOWLEDGEMENTS

REFERENCES

Arikunto, S. (2021). *Dasar-dasar evaluasi pendidikan* (3 ed.). Bumi Aksara.

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), 49-56. https://doi.org/https://doi.org/10.17509/historia.v3i1.21017

Diana, D., & Saputra, B. A. (2020). Pengembangan media pembelajaran podcast smamita bercakap dalam pembelajaran ekonomi di SMA Muhamamdiyah 1 Taman. . *Nusantara, 2*(3), 375-382. https://ejournal.stitpn.ac.id/index.php/nusantara/article/view/93

Mail, N. H., & Novrianti, N. (2017). Pengembangan multimedia interaktif mengunakan Adobe Captivate 7.0 pada mata kuliah dasar-dasar komputer. *JURNAL EDUCATIVE: Journal of Educational Studies*, *2*(2), 121-128. https://doi.org/http://dx.doi.org/10.30983/educative.v2i2.467

Sugiyono. (2019). *Metode penelitian dan pengembangan (research and development)* (4 ed.). Alfabeta.

Vitri Yanti*, Alwen Bentri & Winanda Amilia
Education Technology,
Padang State University,
Sumatera Barat, Indonesia

*Corresponding auhor: vitriyanti092@gmail.com