

Reconceptualizing Podcasts as Multi-Functional Learning Media to Enhance Academic Discussions among PGMI Students

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ABSTRACT:

This study aims to determine the effectiveness of the use of podcasts as a source of information, interaction and education in improving the learning discussions of PGMI students in Semester V at the University of Muhammadiyah Mataram. The background of this research is the lack of students using podcasts as a source of information, interaction and education as a serious academic tool for discussions that still rely on books, and cellphones. This study uses a qualitative method of phenomenological approach, namely to understand students' subjective experiences related to the use of podcasts. The informants of this research were 4 students, then the sample determination technique was using Purposive Sampling , each cycle consisted of core stages, namely observation, interview procedures, and documentation procedures. The results of the study show that the use of podcasts as a source of information, interaction and education can actually increase the learning discussions of PGMI students. This can be an effective learning method for students. Through the podcast program, PGMI students can share information about light discussions about education. Moreover, podcasts can increase the learning flexibility of PGMI students of the University of Muhammadiyah Mataram.

Keywords: PGMI Students, Discus, Education, Information, Interaction, Podcasts.

INTRODUCTION

The digital era has given rise to profound transformations in the way people access, consume, and interpret information. One of the most prominent phenomena in the past five years has been the explosion in popularity of podcasts, or audio media content that can be listened to anywhere (*on-demand*)¹. In Indonesia, podcasts are no longer just a trend, but have become part of the daily lives of the younger generation, including students. According to a report by the Indonesian Internet Service Providers Association (APJII, 2025), 68% of internet users aged 18-25 have listened to a podcast, with an average duration of 30-60 minutes per day. This figure indicates that podcasts have penetrated the daily routines of students.

However, what's academically interesting isn't just the consumption figures, but rather how students interpret podcasts as a space for learning, discussion, and literacy development. One innovation that has grown rapidly in recent years is the podcast, an audio medium initially popular for entertainment and general information². However, it is now starting to be recognized as a potential educational medium. Podcasts offer flexibility in time and place,

¹ Cut Medika Zellatifanny, *Trends in Disseminating Audio on Demand Content Through Podcasts: An Opportunity and Challenge in Indonesia Trends in Disseminating Audio on Demand Content* , 5, no. 2 (2020): 117–32, <https://doi.org/10.30818/jpkm.2020.2050202>.

² Moh Ahsan, Shohifur Rizal, and Saptono Hadi, "Podcast Media as an Alternative to Building Students' Communication Skills in Facing the Vuca Era," *Konis Journal: Study of Research and Thought on Islamic Broadcasters' Communication* 07, no. 02 (2025): 153–65.

relatively low cost, and easy access through various devices. Students can listen to learning materials while engaging in other activities such as commuting to class, exercising, or completing other light tasks. These characteristics make podcasts a suitable medium for the learning style of today's multitasking and mobile students.

Despite the popularity of podcasts, not all PGMI students know how to filter credible content for elementary school (SD/MI) teaching materials. This is because many students only use podcasts for entertainment, not as a serious academic tool. Furthermore, there is a tendency for student learning discussions to be one-way, relying solely on books and cell phones. Podcast use is also hampered by technical issues (quota/signal) or concentration problems (distractions) ³.

Podcasts are a form of interactive media that's not just about the host and listeners, but rather two-way or multi-way interaction. This requires a reciprocal response between the host and the podcast's speakers, allowing for discussions based on the podcast's theme ⁴.

The use of conventional podcasts has limitations, particularly in their one -way nature. Podcasts are often viewed as merely recorded lectures, rather than interactive discussion spaces, and students are often viewed as consumers of entertaining podcasts rather than producers or active participants in educational podcasts ⁵. Furthermore, there is no clear model for how podcasts should be specifically designed to develop the literacy of prospective MI teachers. This is because PGMI students' understanding of literacy in digital and audio contexts is still underutilized.

The challenge for students who have not yet maximized their understanding of science, this is influenced by the increasingly advanced development of the era but in student involvement is increasingly backward so that the contribution in providing information about education is decreasing. As in the research of Pricilia Claudia Pattynama ddk, (2019) entitled "The Role of Self-Regulation in Learning and Academic Engagement on Intention to Withdraw with Resilience as a Mediator" which has a problem about many students who withdraw because they are unable to engage themselves in academics ⁶. One factor is that many students are not strong in keeping up with academics, so that it can cause its own threats to students.

The above issues provide an opportunity for researchers to conduct research on PGMI (Primary Madrassyah Teacher Education) students at the University of Muhammadiyah Mataram. This research is crucial to answer the question: how do PGMI students use podcasts as a medium for interaction, information, and education? What obstacles do students face in using podcasts as a means of information, interaction, and education? What are the advantages of using podcasts in enhancing student learning discussions at PGMI?

RESEARCH METHOD

This study uses a qualitative method with a phenomenological approach, namely to understand students' subjective experiences related to the use of podcasts. According to

³ Siti Norhidayah, Salsabila Hady Ningsih, and Muhammad Rizqi, "Utilization Of Social Media As A Learning Media At The Middle School Level: Literature Review 2020 – 2025," *Jurnal Staika: Jurnal Penelitian Dan Pendidikan* 8, no. 2 (2025): 146, <https://doi.org/10.62750/bgwjdt56>.

⁴ Sudarmoyo, "Podcasts as an Alternative Distance Learning Media," *Edudikara: Journal of Education and Learning* 5, no. 2 (2020): 65–73.

⁵ Sari Marlina, "The Effectiveness of Podcasts as a Media for Education and Public Information," *Journal of Communication and Media Studies, Journal of Communication and Media Studies* 1, no. 1 (2025): 8–15.

⁶ Pricilia Claudia Pattynama, Riana Sahrani, and Pamela Hendra Heng, "The Role of Self-Regulation in Learning and Academic Engagement on Intention to Withdraw with Resilience as a Mediator," *Muara Jurnal Ilmu Sosial, Humaniora, dan Seni* 3, no. 2 (2019): 307, <https://doi.org/10.24912/jmishumsen.v1i1.5629>.

Bogdan and Taylor (1982) qualitative methods are research procedures that produce descriptive data such as written or spoken words from people and behavior being observed (interviews). According to Sugiyono (2016) qualitative is an educative or explanatory research that emphasizes meaning, focus, awareness and appreciation of participants, whose data collection process is obtained through natural conditions using triangulation techniques (interviews and observations) and the researcher acts as a key instrument in the research process⁷.

The informants of this study were 4 students, then the sampling technique used *Purposive Sampling*, namely the technique of sampling data sources with certain considerations. The criteria for selecting the sample (informants) were students of the University of Muhammadiyah Mataram, PGMI Study Program, semester V, because the students had listened to podcasts and had initial experience with audio media, were willing to be informants, and had varying levels of enthusiasm by gaining diverse perspectives.

The data collection procedure stages in stage [1] are the pre-field stage, namely preparing a research design, selecting a research field, managing permits, exploring and assessing the field, selecting and utilizing informants, preparing research equipment, research ethics. Stage [2] is the field activity stage, namely understanding the research background and informants, entering the field (*entry*), playing a role while collecting data. Stage [3] is the core data collection stage, namely conducting observations, interview procedures, documentation procedures. Stage [4] is the post-field stage (data management), namely conducting data transcription, data reduction, member checks, namely preparing finished interview transcripts, then data management and storage. This research was conducted on October 8, 2025 to November 30, 2025. The time used by the researcher in this research was 09:30 on Wednesday, for 8 meetings. Coincidentally, the researcher was also conducting a *field study*, therefore this article is a scientific work of the researcher. Then, below this table are several international articles that discuss podcasts:

International Journal Table

No	Article Title	Journal Name	Year
1	A review of metadata fields associated with podcast RSS feeds	ACM Conference on Recommender Systems	2017
2	Using podcasts for EFL students in language learning	JEES (Journal of the English Educators Society),	2020
3	Creation of a Student-Run Medical Education Podcast: Tutorial	JMIR Medical Education	2021
4	Learning Through Listening: A Scoping Review of Podcast Use in Medical Education	Academic Medicine (journal of the association of American medical colleges)	2022
5	Communicating about linguistics using linguistics-driven evidence: Lingthusiasm podcast as a case study	Wiley Online Library	2023

RESULTS AND DISCUSSION

Using Podcasts as a Source of Information, Interaction, and Education to Enhance PGMI Student Discussions

The research findings indicate that the use of podcasts by PGMI students at the University of Muhammadiyah Mataram allows for interactive and engaging presentations,

⁷ Miza Nina Adlini et al., "Qualitative Research Methods of Literature Study," *Edumaspul: Jurnal Pendidikan* 6, no. 1 (2022): 974–80, <https://doi.org/10.33487/edumaspul.v6i1.3394>.

using a more relaxed and creative delivery style. Podcasts can convey educational material, such as discussions on teaching strategies in schools, in an engaging and easier-to-understand manner. can develop listening literacy, as listening is a crucial skill in education. Podcasts can train students to listen well and understand information more deeply. Therefore, using podcasts as an educational medium can support independent learning, encouraging students to choose interesting and relevant topics. Podcast users need to learn to listen to motivate themselves, thereby improving student literacy. This is supported by the results of interviews conducted by researchers with fifth-semester PGMI students, which explain the following:

P1, male, initials A said that:

"The podcast I did yesterday, on December 2, 2025, was my first podcast. This first experience was certainly very memorable in my life, because it gave me the opportunity to learn skills and overcome my nervousness. But thank God, I was able to overcome my nervousness. Podcasts also provide me with the opportunity to socialize with friends and mentors, thus enriching the learning process. Well, the moment after the podcast event needs to be evaluated so that the achievement of development and skills in the future. Overall, this experience often serves as a driver and motivation to continue learning and practicing speaking and sharing information with podcast listeners."

P2, female, initials B said that:

"Okay, then I'll share my podcast experience in the Elementary Madrasah Teacher Education study program at the Muhammadiyah University of Mataram. The podcast implementation yesterday on December 2, 2024, demonstrated that podcasts have great potential as an interactive and effective educational medium. Through this practical approach, I not only learned theory but also applied it in real situations. What is very important to increase their understanding of the various concepts taught. One of the main advantages is the ability to raise awareness among students by directly engaging in activities that focus on practice and understanding. So, students become more sensitive to the importance of protecting themselves and their surroundings. The social interactions that occur during the podcast implementation also have a positive impact, where students can build strong social networks and improve communication skills through discussions and group work."

P3, female, initials C said that:

"I think using podcasts as an interactive medium is very good, especially since we are free to choose the theme, and I can adapt it to current trends, so I can integrate it into the context of the discussion I want to discuss with my podcast friends or with the podcast host. However, behind the experience of using podcasts, I feel that there are still challenges, especially limited resources both in terms of teaching materials and facilities that often hinder podcast activities. In addition, the variety of interests among students can also be an obstacle where not all students show the same participation. Well, this can affect the dynamics between students. However, I think podcasts are good to continue because I feel here I can provide information to listeners and I can share my experiences with others."

The conclusion is that to overcome the obstacles or barriers to using podcasts as an interactive medium for accessing information and education in the future, it is necessary to provide more resources such as interesting teaching materials and adequate facilities that will help in supporting the implementation of podcasts. In addition, adopting more interesting teaching methods, such as gamification or interactive approaches, can encourage greater engagement from students. So that the learning experience becomes more enjoyable and beneficial. Overall, the podcast experience that is always carried out at the University of Muhammadiyah Mataram provides valuable insights into the importance of education for students. With several improvements and innovations in the implementation of podcasts, it can be a more effective means to shape a more aware generation and strengthen academic communication through collaboration and productive discussion.

P4, male, initials D said that:

“When I learned to use this podcast media, it felt a bit different, because I found several changes in the learning method. Moreover, here I act as a podcast host. I feel like I have a lot to learn because before the event is held, I have to prepare several materials that are appropriate for the resource persons I invite to my event. And I also have to learn the strengths and weaknesses of the discussion partners I invite. Here, as a fifth-semester PGMI student, it is really my first time to try new things, especially in my previous lecture MK, I have never been taught to be a host. But, thank God, I am grateful to be able to sit and experience the discussion in this podcast room, especially since this facility is specifically for KPI study program students. In essence, thanks to the lecturers from the MI learning media MK, I feel happy having light discussions using podcasts.”

The results of the interview above are in the podcast can enrich the learning process. This provides a creative learning experience that requires speaking skills. It can broaden insight through the context of questions and answers between the host and resource person. Using podcasts as an interactive medium can encourage students to continue learning, practicing, and preparing materials for discussion. It can also be an opportunity to share information with podcast listeners. Below is a photo of students from the PGMI Study Program at the University of Muhammadiyah Mataram who are conducting a podcast event:



Figure 2. PGMI Students Conducting Podcasts

The interview results above can be concluded that podcasts are an educational medium that supports students in the importance of focusing on understanding and practice. They also have a positive impact on social interaction during podcast implementation. Podcasts can provide communication skills through group discussions. Currently, podcasts are used as an educational medium that discusses a variety of creative content, ranging from daily activities, comedy, music, science, history, economics, politics, religion, philosophy, health, beauty, and so on. The use of podcasts can provide access to shared perspectives. Podcasts can present expert sources or educational practitioners, which are beneficial as opportunities for students to broaden their knowledge from various perspectives, both theoretical and practical.

Obstacles faced by students in making podcasts a means of information, interaction and education

Students face various obstacles in utilizing podcasts as a means of education and interaction, ranging from technical aspects to learning behavior. Technical and accessibility obstacles include limited data quota and signal, so users of podcasts, especially those in video

format (*vodcasts*) or high-quality streaming, require a large internet connection and a stable connection ⁸. Although almost all students have adequate devices or internet connections to access podcasts, there are limitations, especially in areas with limited infrastructure, and minimal direct interaction because podcasts is one-way, so students cannot directly ask questions or discuss with the podcast creator. On podcasts have challenges in concentration, because students may have difficulty maintaining focus when listening to podcasts, especially if the material is not interesting or too long.

The relatively low level of student interest creates an obstacle, with students showing relatively little participation in podcast use. However, there are several drawbacks to using podcasts, including: first, dependence on an internet connection ⁹. Accessing podcasts requires an internet connection, especially during streaming or initial downloads. Second, podcasts are not only suitable for visual content. Material that requires visualization, such as graphs and diagrams, is difficult to convey through audio-only formats. Third, listeners cannot interact directly with the speaker, unlike media such as webinars and live discussions. Fourth, it is difficult to attract visual attention; using podcasts to capture attention can make listeners lose focus. Fifth, audio quality must be maintained, as poor sound quality can reduce listener comfort, making information difficult to understand. Sixth, not everyone can learn through audio; some individuals prefer visual or kinesthetic learning media. This makes podcasts less effective for listeners. Seventh, using podcasts for long periods can cause listeners to lose interest, especially if the content is unstructured ¹⁰.

Device and compatibility : Not all podcast file formats can be played on all devices, for example, (extension .ogg) can sometimes limit students because they must use a computer. Furthermore, cognitive and behavioral learning constraints: Podcasts require a different audio learning style than conventional methods. Therefore, maintaining concentration is difficult; without strong visual stimulation, students often experience distraction when listening to long material. Learning styles are less suitable for students because visual learners may have difficulty absorbing information presented only through sound without the aid of text or diagrams.

Content relevance and credibility are issues students often struggle to find material that truly aligns with their academic curriculum. Consequently, finding podcasts that specifically address specific lecture topics is difficult to align with the curriculum. Quality variability is a problem: many podcasts don't undergo rigorous quality control, requiring students to spend more time verifying the accuracy of the information they convey. Interactional and psychological barriers include podcasts being a one-way medium that requires more initiative to engage with. This can impact listener passivity and speaking skills.

The Benefits of Using Podcasts to Enhance PGMI Student Learning Discussions

The use of podcasts increases learning flexibility, allowing PGMI students to access learning materials anytime and anywhere. This allows students to utilize their free time to study, such as during travel or breaks. According to SZE (2006), podcasts are considered a new innovation for developing listening and speaking skills. Meanwhile, according to Rosell-

⁸ Santi Ratnawati, Mohammad Afif Syaifudin, and Abdul Hakim, "Analysis of Strategy, Challenges, and Opportunities for Da'wah Through Podcasts," *Jurnal Janaloka* 3, no. 1 (2025): 232–40.

⁹ Mohammad Firmansyah Bratadiredja, Hisam Sambadi, and Novia Trias Amanda, "Analysis of Generation Z's Interest in Listening to Podcasts on the Spotify Music Platform," *Journal of Communication, University of Garut: Results of Thought and Research* 11, no. 2 (2025): 394–411.

¹⁰ Faiza Indriastuti and Wawan Tri Saksono, "Podcasts as Audio-Based Learning Resources," *Jurnal Teknodik* 18, no. 1 (2015): 304–14, <https://doi.org/10.32550/teknodik.v0i0.136>.

Aguilar (2007), podcasts have several types of content, including audio, video, and images ¹¹. Podcasts can also be an effective learning method for students, such as a discussion forum that discusses educational matters. Therefore, they can be broadcast to the public as a source of information aimed at improving the education being delivered.

The podcast method can present material interactively and engagingly with a more relaxed and creative delivery style. can deliver educational materials, such as discussions of teaching strategies in schools, in an engaging and easier-to-understand way. Using podcasts can be access to sharing perspectives, podcasts It can feature expert speakers or educational practitioners. This provides an opportunity for students to broaden their knowledge from various perspectives, both theoretical and practical. Podcast can develop listening literacy, as listening is a crucial skill in education. Podcasts can train students to listen carefully and understand information more deeply. Using podcasts as an educational medium can support independent learning, encouraging students to choose interesting and relevant topics and explore material according to their needs. In *podcasts*, it is necessary to learn to listen in order to be motivated so that it can improve learning achievement among students ¹².

According to Firmansyah (2019), the first *podcast* was created as a result of combining "ipod" and "broadcast." This provides evidence that *podcasts* are similar to the iPod used to listen to Apple Music. Previously, the *podcast format* was audio blogging, but the emergence of the iPod made *the podcast format* more popular, resulting in the emergence of *the podcast format* . Nowadays, *podcasts* can not only be listened to on the Apple platform, but can also be listened to on other platforms such as Spotify, Soundcloud, and YouTube ¹³.

Advantages of using the podcast method It serves as a place for student discussion and learning because it offers flexibility in time and place. Podcasts can be listened to anytime and anywhere, allowing listeners to access information that aligns with the broadcast schedule. not just audio or visual content, but it contains important knowledge and information for anyone who wants to learn and understand it ¹⁴.

The advantages of using *podcasts* include improving auditory information absorption, making them a suitable medium for those who learn more easily through listening to *audio*. *Podcast* production costs are also relatively low compared to other media, such as video. *Podcasts* require only simple equipment: a microphone and audio editing software. Furthermore, *podcasts* are globally accessible through platforms like Spotify and Apple *Podcasts* . They allow for interaction that isn't limited to visuals, as they are audio-based. Listeners can focus on listening while engaging in other activities, such as exercising, cooking, driving, and more.

Personalization and immediacy, a relaxed and personal delivery style, can often make listeners feel closer to the speaker. Podcasts can deliver in-depth material, and their flexible duration allows for detailed discussion of topics without being tied to a strict format. *Podcasts* can become a new trend in the digital age as a flexible and innovative teaching

¹¹ Dyan Indahsari, "Using Podcast for EFL Students in Language Learning," *JEES (Journal of the English Educators Society)* 5, no. 2 (2020): 103–8, <https://doi.org/10.21070/jees.v5i2.767>.

¹² K. Perayani and IW Rasna, "Learning Listening Skills Using Podcast Media Based On The Project Based Learning (PjBL) Model," *Journal of Indonesian Language Education and Learning* 11, no. 1 (2022): 108–17, https://doi.org/10.23887/jurnal_bahasa.v11i1.741.

¹³ Kisno Umbar et al., "YouTube-Based Arabic Language Learning: A Study on Arab Podcasts Channels," *Journal of Education and Counseling (JPDK)* 5, no. 2 (2023): 917–25.

¹⁴ Athik Hidayatul Ummah, M. Khairul Khatoni, and M. Khairurromadhan, "Podcast as a Da'wah Strategy in the Digital Era: Analysis of Opportunities and Challenges," *Komunike* 12, no. 2 (2020): 210–34, <https://doi.org/10.20414/jurkom.v12i2.2739>.

medium¹⁵. The use of *podcasts* can help students who want to find information for their assignments. It is hoped that the use of *podcasts* will be useful in conveying messages that can be understood by everyone¹⁶.

Podcasts as an interactive medium are a learning process aimed at improving the knowledge, skills, attitudes, and values of individuals or groups. Interactions occur not only in the classroom but also in all aspects of life, including the community, the environment, and the digital world. Several interactive podcast media developments using advanced technology have been undertaken, such as through intelligent audio approaches. The development of AI-based interactive media is quite varied, such as podcasts, which can be used to share information sources through a platform such as *NotebookLM*, *aicast.fyi*, *Create2Learn*, *Snipd*, *pAIpercast*, *Speechify*, and this AI-based interactive media podcast can be accessed by all members of society.

CONCLUSION

The results of the study indicate that the use of podcasts as a source of information, interaction, and education can improve learning discussions among PGMI students. This can be an effective learning method for students. Through podcasts, PGMI students can share information around light discussions about education. Moreover, podcasts can increase the learning flexibility of PGMI students at the University of Muhammadiyah Mataram. Therefore, podcasts are one of the educational media that support PGMI students in the importance of focusing on understanding and practice. They also have a positive impact on social interaction during podcast implementation. Then, in podcasts, PGMI students can provide communication skills through group work discussions. Therefore, PGMI students are advised to integrate podcasts with other materials as a means of effective learning methods in higher education because the learning process is still minimally carried out by students. Also, universities can provide special training for PGMI students and provide facilities. Further research can expand the study to the use of other-based podcasts, according to different subjects, and explore the long-term impact of podcasts as a medium for information, interaction, and discussion in improving socialization on student attitudes and character.

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¹⁵ Mufidah Nur Amalia, "A Literature Review: Podcast Trends as Media in Second Language Learning," *Biormatika: Scientific Journal of the Faculty of Teacher Training and Education* 7, no. 2 (2021): 168–76, <https://doi.org/10.35569/biormatika.v7i2.1146>.

¹⁶ Annisa Eka Syafrina, "The Use of Podcasts as Information Media Among Students of the Faculty of Communication Sciences, Bhayangkara University, Jakarta Raya," *Journal of Communication, Society and Security* 4, no. 2 (2024): 10–22, <https://doi.org/10.31599/vk0z2815>.

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