

## Podcast-Based Social Studies Learning Media: A Study of Opportunities for Utilization and Development at Ibu Kartini Junior High School in Semarang

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### Info Artikel

| **Submitted:** 15 November 2025 | **Revised:** 05 December 2025 | **Accepted:** 06 December 2025

How to cite: Fathoni, Zaenal, et.al., "Podcast-Based Social Studies Learning Media: A Study of Opportunities for Utilization and Development at Ibu Kartini Junior High School in Semarang", *Inspirasi : Jurnal Pendidikan Dan Kebudayaan*, Vol. 2 No. 2, Desember, 2025, hlm. 125-137.

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### ABSTRACT

Social studies is a subject that consists of various social sciences such as history, sociology, geography, etc., which makes the material quite dense. Social studies learning, which consists of various disciplines, makes some of the learning materials quite dense. Learning media can be an alternative to overcome the obstacles in delivering dense material efficiently. This study aims to analyze the use of podcasts as a medium for social studies learning and to analyze the opportunities for developing podcasts at Ibu Kartini Junior High School in Semarang. The method used in this study is a descriptive method with a qualitative approach through literature study, observation, and in-depth interviews. This research was analyzed using the cognitive theory of multimedia learning (Richard E. Mayer). This study found, based on a literature review, that podcasts are effective and efficient when used as a learning medium for social studies. Podcasts have the advantages of ease of access, transmission, and development of themes or materials that are relevant to the subject matter, interests, and characteristics of students. The social studies learning media used by teachers still have weaknesses, so they need to utilize or develop media that facilitate students in building initial understanding and reviewing dense social studies material flexibly. Teachers have the interest and motivation to utilize or develop podcast-based social studies learning media that are the original work of teachers and students who support the plan.

**Keywords:** Learning Media, Podcast, Social Studies Learning.

### ABSTRAK

IPS merupakan pelajaran yang terdiri dari beragam rumpun ilmu sosial seperti sejarah, sosiologi, geografi, dll yang membuat materi tergolong padat. Pembelajaran IPS yang terdiri dari beragam disiplin ilmu menjadikan beberapa materi pembelajaran tergolong padat. Media pembelajaran dapat menjadi alternatif menghadapi kendala dalam menyampaikan materi yang tergolong padat secara efisien. Penelitian ini bertujuan untuk menganalisis pemanfaatan podcast sebagai media pembelajaran IPS, dan menganalisis peluang pengembangan podcast di SMP Ibu Kartini Semarang. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kualitatif melalui studi literatur, observasi dan wawancara mendalam. Penelitian ini dianalisis menggunakan teori kognitif pembelajaran multimedia (Richard E. Mayer). Penelitian ini menghasilkan temuan berdasarkan studi literatur bahwa podcast efektif dan efisien dimanfaatkan sebagai media pembelajaran IPS, podcast memiliki keunggulan kemudahan akses, transmisi, pengembangan tema atau materi yang relevan dengan materi, minat, dan karakteristik peserta didik. Media pembelajaran IPS yang guru gunakan masih memiliki kelemahan sehingga memerlukan pemanfaatan atau pengembangan media yang memfasilitasi peserta didik membangun pemahaman awal dan mengulas ulang materi IPS yang tergolong padat secara fleksibel. Guru memiliki minat dan motivasi untuk memanfaatkan atau mengembangkan media pembelajaran IPS berbasis podcast yang merupakan karya asli atau asli guru dan peserta didik mendukung rencana tersebut.

**Kata Kunci:** Media Pembelajaran, Podcast, Pembelajaran IPS.

## **Introduction**

Social studies is an integrated subject that is compulsory in the elementary and secondary school curricula in Indonesia. It is a learning process that examines human social life through the study of various social disciplines such as history, geography, economics, sociology, anthropology, and other humanities (Musyarofah et al., 2021:2). Social studies learning in the classroom is the responsibility of a teacher. Teachers should be able to design, develop, and implement social studies learning optimally in favor of students, one of which is through a contextual learning approach and adaptation to advances in science and technology.

One of the developments in learning that is relevant to the times is the development of electronic learning media. According to Arsyad (2013:19-20) learning media aims to make it easier for teachers to deliver learning materials and for students to understand the learning materials presented by teachers.

Kurniasari, et, al (2024:147) argue that advances in science and technology, particularly in the development of information and communication technology, provide opportunities for utilization in the world of education or learning. Developments in technology and information open up opportunities for the development of more varied, effective, and efficient learning media. The influence of advances in science and technology in the world of education encourages the use of technology as a learning medium. Learning media play an important role in supporting effective and efficient learning activities, so teachers need to be innovative and creative in order to develop learning media that are relevant to the times (Fauzi & Prasetyo, 2024:125).

One use of digital media in learning is the use of podcast-based learning media. According to Brown, A., and Green, T. D, (2007) in Zellatifanny (2020:118) A podcast is an audio or video file uploaded to the internet to make it easy for individuals to listen to or watch using a computer or portable digital media player, either by subscription or without. Over time, podcasts have experienced rapid development in terms of themes and material. Podcast topics have expanded greatly in various aspects of human life, including science, politics, economics, philosophy, entertainment, etc (Fadilah, dkk., 2017:96).

The use of podcast-based social studies learning media can be seen from the themes of podcasts that are currently developing, many of which focus on education, social issues, politics, and other dynamics of community life. Rajic (2013:92) In his research, he argues that podcasts offer a new innovation in supporting more optimal learning activities. Therefore, if teachers are able to innovate in developing or presenting social studies learning media based on

podcasts, it is hoped that this will become an innovation and overcome various obstacles in social studies learning activities.

Previous studies that examined the use of podcasts as a medium for social studies learning or other social studies learning clusters have produced various findings, including research by Kesumaningtyas et al., (2022), This study states that podcast-based audio media in learning in the digital era is in line with the need for innovative media in Social Sciences (IPS) learning. Research by Shabrina et al., (2023) which aims to develop video podcast learning media for material on population dynamics issues, concluded that video podcasts can be used as an effective learning medium to improve students' understanding of social issues. Then, research by Kusuma & Sujarwo (2023) on the application of podcast-based audio media in Social Sciences (IPS) learning found that podcasts can be an innovative alternative in delivering lesson material in a flexible and enjoyable way after the COVID-19 pandemic.

This study was conducted at Ibu Kartini Junior High School in Semarang, Jl. Imam Bonjol No.199, Pendrikan Kidul, Semarang Tengah District, Semarang City, Central Java Province. Based on the results of observations and interviews with teachers and students, the use of podcasts as a learning medium has been implemented. Teachers explained that the use of podcasts as a social studies learning medium is rarely done and is not a podcast created by the teachers themselves. Teachers utilize podcasts from YouTube social media or educational YouTube videos that discuss learning materials visually. Teachers have used YouTube videos in the form of podcasts and documentaries when discussing material on sustainable development and natural resource utilization, as well as conveying messages to students about the spirit of learning. The YouTube channel is Watchdoc, in episodes about the environment, one of which is titled "Wadas Waras" (media link <https://youtu.be/7ymbC--W-tk?si=DMcUjlwNOVXUUuXI>) and a discussion about the right to education for citizens in a podcast episode titled "4 Reasons to Reject the Criminalization of Education" (media link <https://youtu.be/PTclLGn4vwQ?si=cXBHLS8FDJLkirmb>).

Learning media often used in social studies education are PowerPoint (PPT), infographics, YouTube videos, and films. Observations also show that eighth-grade students at Ibu Kartini School are familiar with podcasts; they have encountered podcasts on various social media platforms such as YouTube and Instagram clips, but they have not utilized or learned about learning materials through podcasts due to their limited understanding of which podcast channels can be used to learn social studies in accordance with the material being studied..

The social studies learning media used at Ibu Kartini Junior High School still has weaknesses or shortcomings, as reported by teachers and students. The weakness is that social studies learning has a dense scope of material because it

consists of various social science subjects such as history, sociology, geography, etc., resulting in students having difficulty reviewing the learning material that teachers have delivered in a limited time and focusing on the material. Teachers also expressed their desire to continue innovating and developing authentic learning media of their own creation so that it can be adapted to strengthen learning materials that are more contextual and relevant to the students' backgrounds.

The above issues form the basis for researchers to conduct research on the use of podcasts as a medium for social studies learning. This study aims to analyze the use of podcasts as a medium for social studies learning and analyze the opportunities for developing podcasts at Ibu Kartini Junior High School, Semarang. Podcasts were chosen because they offer advantages in terms of flexible utilization, can be developed in audio-visual form, and their development or creation can be tailored to the language style and characteristics of students. Furthermore, podcasts are currently a popular social media platform that is relevant to the development of science and technology. Findings on the opportunities for developing podcast-based social studies learning media can provide insights into the use of podcast-based social studies learning media and can be used as a basis for further research in the development of social studies learning media at SMP Ibu Kartini, Semarang.

### **Research Method**

The method used in this study was a descriptive method with a qualitative approach, namely research that analyzes a phenomenon in depth without looking for cause-and-effect relationships (Sugiyono, 2018). The researcher conducted a literature review to collect data on the use of podcasts as a medium for social studies learning. The researcher analyzed the opportunities for developing podcasts in social studies lessons at Ibu Kartini Junior High School in Semarang by conducting observations and in-depth interviews with teachers and students. The researcher conducted an in-depth analysis to reveal the facts about the learning conditions, the use of learning media, students' understanding of podcasts, and students' interest in using podcast-based social studies learning media.

The research location was Ibu Kartini Junior High School in Semarang, with teachers and students as the research subjects. Data collection techniques included literature study, observation, and interviews. The literature study was sourced from books and journal articles, followed by observation of the learning process and interviews with key informants in this study, namely teachers and students. The research sample consisted of students in class 8A. This study used purposive sampling, which is a technique of sampling data sources based on certain considerations (Sugiyono, 2019:133). The researcher interviewed four students, consisting of two boys and two girls. The data analysis technique used included qualitative data analysis consisting of three stages, namely data condensation, data presentation, and conclusion drawing (Miles, Huberman, and J. Saldana, 2014). The theory used for analysis in this study was the cognitive theory of multimedia learning (Richard E. Mayer).

## **Results and Discussion**

### **1.1 Definition of podcast**

The term “podcast” was first coined in early 2004 to describe how media files could be subscribed to via really simple syndication (RSS), downloaded automatically to a user's computer, and transferred to portable media devices such as iPods (Mars Caroline Wibowo, 2022, p. 28). When podcasts first appeared, they experienced ups and downs in popularity, so much so that other sources mention that audio podcasts began to develop in 2005.

A podcast is a method of delivering digital media information in the form of audio or video files that can be listened to immediately or later (Asmara et al., 2023:30). Ease of access is part of the effort to make podcasts reach a wider audience. In its development, podcasts no longer refer only to audio material, but have also evolved into video files. Thus, podcasts can be understood in the form of audio podcasts or video podcasts (Fadilah, dkk., 2017:96).

Mendio and Valiant (2021:252) explains that podcasts have evolved to include video content, meaning that the term podcast can refer to both audio and video content. According to Bolliger et al (2010:715) Podcasts have undergone a gradual transformation that can be classified into three types, namely: (1) Audio podcasts, which only include audio or sound, (2) Enhanced podcasts, which are a combination of audio and digital still images, (3) Video podcasts or vodcasts, which combine audio and video.

From the various definitions above, it can be concluded that podcasts are a form of information media in audio or video format that can be accessed through social media platforms such as YouTube, Instagram, Spotify, etc. Podcasts cover a wide range of topics or content, including education, social issues, politics, economics, and more. Podcasts also offer ease of access and a wide user reach as a digital information medium.

### **1.2 The use of podcasts as a medium for social studies learning**

Podcasts, as a rapidly growing medium of communication and information, have a wide range of uses as a medium of information, one of which is as a medium of learning. Podcasts offer several advantages, including low production costs, ease of access, flexibility of use, and other positive impacts. According to Rajic (2013:92) Podcasts in education offer a new innovation in supporting learning activities by providing learning materials or serving as a learning medium that allows students to listen to the material again flexibly and facilitates students who are absent.

Podcasts are a type of content on social media that can be used to collect and share information in the field of science as a learning medium (Strickland et al.,

2021:3605). Rahimi and Assadollahi (2011:199–200) explains that podcasts have expanded in their concept of use, not limited to personal entertainment purposes, but have reached a broader purpose as a learning medium in an effort to increase interest and effectiveness in the learning and teaching process.

Social studies learning at the elementary and secondary levels is not a study that stands alone in one field of science, but rather an integration of various social disciplines such as anthropology, archaeology, economics, geography, history, law, philosophy, politics, psychology, religion, sociology, humanities, and natural sciences that examine events, concepts, facts, and generalizations related to social issues (Nashrullah, 2022:22). Social studies learning, which consists of various social disciplines, can be delivered using podcasts in narrative, descriptive, and visual forms that are interesting. Podcasts can be a means of packaging social studies learning materials with various advantages in their presentation.

Bolliger, et al (2010:720–721) believes that podcasts are useful in the field of education as a learning medium, podcasts can be a means of improving students' speaking or communication skills and increasing their motivation to learn. This opinion is in line with the results of research by Copley (2007) in Suryani (2016:121) that podcast-based learning media encourages more students to download learning materials.

The use of podcasts as a learning medium has various advantages, according to Shantisari et al. (2024:150). Podcasts are considered to offer flexibility and efficiency in their use by students, as well as easy access to media through platforms such as Spotify, YouTube, Instagram, and others. Podcasts offer flexibility in their use, allowing listeners to access content anywhere and anytime, both online and offline. The themes in podcasts have also grown rapidly, with a variety of topics discussed, including education, social issues, politics, business, and others (Asmara et al., 2023:30).

It can be concluded that podcasts can be an alternative in their use as an effective and efficient medium for social studies learning. Podcasts as a learning medium have many advantages, including ease of access and wide reach for students, flexibility of online or offline access, presentation of material that can be developed according to the needs and characteristics of the material, students, and learning objectives. Podcasts are also a form of actualization of the use of developments in digital information media in the world of education as a form of adaptation to developments in science and technology.

### **1.3 Analysis of opportunities for developing podcast-based learning media at Ibu Kartini Junior High School in Semarang**

The results of observations of social studies learning activities at Ibu Kartini Junior High School in Semarang were quite good. The classroom facilities were very

good, equipped with fans, LCD screens, projectors, and other basic learning facilities that were complete and adequate. Students were able to follow the lessons well, but there were still some students who lacked focus and appeared to have difficulty or were not interested in social studies. This was evident from the students who did not pay attention to the teacher's explanations and were busy with their own activities.

The social studies learning process that teachers usually apply is problem-based learning (PBL) and project-based learning (PJBL). Teachers provide an understanding of the material through the analysis of questions or problems that are solved by students either individually or in groups and sometimes give students assignments to create collaborative projects such as posters, writing, short videos, etc. Teachers explain that this method emphasizes student-centered learning, where students become the main actors in acquiring learning materials. Students are given stimuli to understand the learning material before the teacher explains it in detail.

The social studies lessons that teachers implement are not without obstacles or challenges. Teachers understand that students' levels of understanding and knowledge, as well as their ability to absorb knowledge, vary greatly. This needs to be taken into consideration by teachers so that students can be facilitated and their understanding can be built collectively. He also understands that the learning aids he often uses, such as PowerPoint, infographics, films, and YouTube videos, are not yet optimal in helping students learn when faced with social studies learning materials that are dense and require reinforcement in terms of material adjustment and flexibility of access for students.

In line with the teacher's explanation, the students said that social studies learning is often problem-based and collaborative project-based learning. However, the students explained that sometimes they have difficulty when doing assignments without the teacher first explaining the material. Sometimes they still have very little initial understanding of the assignment or the material trigger in the form of case analysis provided by the teacher, so they feel that the assignments given by the teacher are very difficult and burdensome.

Social studies learning, which is classified as and is an integration of various disciplines, also poses a challenge for students to integrate their understanding as a whole. They explained that sometimes there is so much to learn that they often forget what the teacher has explained directly, and that learning media or supplementary learning resources do not provide explanations as in-depth and detailed as those provided by teachers in class, making it difficult for many students to review the learning material at a more flexible time. Teachers understand the obstacles to social studies learning that students have mentioned, but they explain that these are learning challenges that they always try to find solutions for and innovate in the learning process.

One way teachers can overcome this problem is by innovating in the development or utilization of digital-based learning media. Learning media plays an important role in supporting effective and efficient learning activities, so teachers need to be innovative and creative in order to develop learning media that is relevant to the times (Hairul Fauzi & Prasetyo, 2024:125). The main function of learning media is to create conditions for students to understand the material presented by teachers accurately and deeply, while still paying attention to the development of students' cognitive abilities and personality formation (Saleh & Azis, 2023:12).

Podcast-based learning media is included in digital learning media or e-learning, which is expected to overcome problems in learning with dense material. This is relevant to the cognitive theory of multimedia learning, known as CTML (Cognitive Theory of Multimedia Learning), which emphasizes the importance of managing cognitive load to improve learning. The management of students' learning load can be addressed through multimedia learning or e-learning (Surjono, 2017, p. 24). The flexibility of access and use, as well as podcasts, are currently experiencing positive development on social media, where there is a lot of podcast content in various forms and themes, making podcasts an alternative to be developed as learning media.

The teacher said that he had developed or created his own learning media, namely learning media in the form of PPT and infographics or posters. The teacher has never created audio, visual, or audio-visual learning media, but has been using ready-made ones from social media or other internet sources. The teacher added that learning media plays an important role in creating effective and efficient learning. It is important for teachers to be able to utilize learning media that is relevant to the interests of students and the development of science and technology.

In in-depth interviews conducted by the researcher, both teachers and students were familiar with podcasts, and teachers said they had used them as a learning medium to analyze social issues using YouTube channels. However, teachers said that they had not found many podcasts that discussed junior high school social studies learning materials in depth and focus, so they did not often use podcasts as a social studies learning medium. Podcasts are a familiar medium for students at Ibu Kartini Junior High School; they are quite familiar with podcasts such as the channels of Dedy Corbuzier, Denney Sumargo, etc. Students in the sample class studied by the researcher showed greater familiarity with popular podcasts outside of social studies lessons, such as podcasts on the Watchdoc channels, which teachers had used in their lessons.

The results of these interviews indicate opportunities for developing social studies learning media based on podcasts. Teachers stated that they were motivated to develop learning media, including podcasts, but sometimes faced obstacles in

balancing their time between teaching activities and their home lives. Furthermore, teachers did not yet have an understanding of and had never developed podcast-based learning media or other forms of audio or audio-visual learning media that were their own work. This opportunity provided the researcher with an understanding of the opportunity to develop collaborative podcast-based learning media together with teachers.

Teacher understand and agree that it is important for them to innovate in learning, and they are very interested in innovating to develop social studies learning that is relevant to students' interests, material characteristics, and science and technology developments. Podcasts can be an alternative for developing new social studies learning media that teachers have never created before, and podcasts are easy to produce and inexpensive. In addition, podcasts in video form can be enhanced with visuals such as images, text, and audio, which make the delivery of material in podcasts clearer. The involvement of teachers in podcasts as resource persons or podcasters is expected to increase the appeal and interest of students.

This is in line with the teacher's response, who stated that he was quite interested and willing to develop podcast-based social studies learning media with the assistance of researchers as an effort to develop authentic learning media that is the teacher's own work. He understands the opportunity that podcasts can be developed by adjusting essential material in line with the cognitive development of students, strengthening the learning objectives to be achieved, and tailoring the podcast to the social and emotional needs of junior high school students. In line with this, students stated that they agreed with the plan to develop social studies learning media based on podcasts by teachers. Students understand that podcasts can be easily accessed through YouTube and can be used as learning media with flexible time. Students are also interested and curious to see their teachers on YouTube with the direct involvement of teachers in teacher podcasts.

#### **1.4 Advantages and Disadvantages of Podcasts as a Learning Medium**

Podcast-based social studies learning media can be an alternative in overcoming dense learning problems and efficient or flexible utilization for students. According to Rajic (2013:92), podcasts in education offer new innovations in supporting learning activities by providing learning materials or functioning as learning media that allow students to listen to the material flexibly and facilitate students who are absent.

The advantages of podcasts in general lie in their wide range of uses. Other advantages are as follows: (1) They can be accessed automatically, (2) control is in the hands of the listener, (3) they are always available and can be used at any time (Geoghegan & Klass, 2007, in Fadilah, et al., 2017, p. 94). In line with this opinion, the success of podcast content lies in the packaging of light and interesting podcasts,

as well as the clarity of information that can be easily understood by listeners (Fadilah, et al., 2017, p. 97).

Goldman in Hutabarat (2020, p. 108) explains that podcasts are not intended to replace books, text media, and other learning materials, but rather as a supplement to the learning process. According to Goldman, the benefits of podcasts in education are as follows.

1. They are an innovative teaching resource.
2. They support student learning both inside and outside the classroom.
3. Improves the readiness and preparation of prospective teachers.

As a medium of communication or information delivery, podcasts have several advantages over traditional communication media. According to Burns (2007) in Zellatifanny (2020, p. 119), the advantages of podcasts are as follows.

1. Podcasts allow listeners to listen to recordings at their convenience in terms of time and place.
2. Podcast production is relatively inexpensive
3. Digital podcasts provide ease of access and a wide reach of listeners online.
4. Podcasts are user-friendly because they can be accessed using various digital media platforms on the internet.

Podcasts in audio or audio-visual form, when used as a learning medium, also have several disadvantages, including:

1. One-way communication, making direct interaction between teachers and students difficult, thus limiting direct feedback and discussion.
2. Does not accommodate the diverse learning styles of students, which include audio, visual, audio-visual, and kinesthetic.
3. Requires compatible devices (smartphones, speakers, etc.) and a stable internet connection to access them.
4. Requires time and effort in the production or creation of podcasts.
5. Creating high-quality podcasts requires significant time, effort, and commitment, especially for consistent content.
6. Requires additional equipment and space to create podcasts.

## **Conclusion**

Podcasts are a form of digital information media that can take the form of audio or video files accessed through social media platforms such as YouTube, Instagram, Spotify, and others. Podcasts also offer flexibility in their use, namely ease of access and a wide user reach as a digital information medium. Podcasts can be an effective and efficient alternative medium for social studies learning. Teachers can choose or develop podcast themes in line with the learning material. Podcasts are also a form of actualization of the use of digital information media in education as a form of adaptation to developments in science and technology.

The social studies learning media used by teachers in social studies lessons at Ibu Kartini Junior High School in Semarang still has weaknesses in facilitating students to build initial understanding and review dense social studies material flexibly. Students sometimes find it difficult when faced with learning models that require them to analyze or complete tasks as a trigger for understanding without prior explanation of the material from the teacher. Podcasts in this study were offered to be utilized or developed as social studies learning media. Students and teachers stated that they were already familiar with podcasts and teachers had tried using them in learning, but were constrained by the unavailability of podcast content on YouTube that focused on discussing social studies material for junior high school students. Teachers are interested and motivated to work with researchers to develop podcast-based social studies learning media that are authentic or original works of teachers, and students are enthusiastic and interested in this plan.

Podcasts have advantages as a learning medium in terms of flexibility of use, can be developed in audio-visual form, and can be a solution to overcome the constraints of delivering dense social studies learning materials so that students can access them before and after learning to review the material. However, podcasts also have disadvantages, namely that they cannot facilitate two-way interaction with students, do not accommodate all student learning styles at the same time, and require more time for teachers to create or produce podcasts as personal learning media.

### **Suggestion**

Social studies education plays a crucial role in shaping social character and developing good citizens, so it needs to get attention from the government and especially teachers, who are at the forefront of the learning process. Students need to be given cognitive knowledge and values in the context of social-emotional intelligence in understanding social studies material at school. Teachers need to be adaptive to developments in science and technology. Students today are born and raised in an era of advanced digital information technology. Therefore, teachers should not turn a blind eye. They should be able to respond to this by providing social studies learning that is relevant to developments in science and technology and the interests of students. Social studies learning has dense material, and podcasts can be an alternative for teachers in utilizing or developing social studies learning media that has flexibility of access or utilization. Schools and education agencies should also provide encouragement, space, and supporting facilities for teachers to apply and develop innovations in the learning process, one of which is through podcast-based learning media in social studies lessons.

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