



Podcast as a Media Learning Basketball

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Abstract. This study aims to analyze the need for audio podcast-based learning media in basketball courses. This research is a type of quantitative descriptive survey research. The subjects of this study were students of the Department of Physical Education, Health and Recreation, Faculty of Sports Science at State University of Malang batch 2019. The sample was randomly selected as many as 126 students. The results of the needs questionnaire analysis showed (1) as many as 67.78% of students who admitted that the presentation of basketball course material was less attractive; (2) the average learning media used during basketball courses are two types of media, namely sipejar and youtube applications, but there are also other media such as google classroom; (3) as many as 64.40% of students know audio media with podcasts; (4) 86.39% of students stated that it is necessary to develop new learning media to make the learning process more interesting; and (5) 74.72% of students stated that there was no podcast media used in learning. The conclusion of this study is that there is no podcast-based learning media that has been used previously in basketball lecture activities so it is necessary to develop new learning media to increase the variety of student learning resources.

Keywords: Needs Analysis · Learning Media · Podcast · Basketball

1 Introduction

The technology that is currently developing has an impact on all aspects of life, one of which is the education aspect. Education will be left behind when it does not utilize technology in the process. Technology in education is also one of the systems development strategies, techniques, and as a tool to improve and improve one's learning process [1]. In addition to technology which greatly affects the ability of students to balance themselves with the progress of the times, learning resources are also one of the most important points in the success of learning activities. Learning resources are everything that contains knowledge developed from a curriculum that is arranged systematically and in accordance with the characteristics of students [2].

Learning activities can run smoothly if all supporting elements are met, one of which is educators who know strategies and adapt learning media to each individual's learning style. Each individual has a different learning style including audio, visual and kinesthetic. Learning itself has a definition, namely a process or stages that are carried out through several stages, ranging from easy ones such as repetition or imitation to difficult stages [3]. Learning at the university level is one of them in basketball courses,

the learning media used still utilize commonly used tools. Meanwhile, to create an interesting new atmosphere, refreshment is needed by creating new innovations. One of the learning media that is still not widely found in learning activities is audio-based media, namely *podcasts*.

One of the learning media that is still rarely found in teaching and learning activities, especially in universities, is audio *podcast media*. *Podcast* is a composition of digital audio file types that can be downloaded and can be accessed with the subscription feature of each content file [4]. The media is still very common when it comes to learning activities [5]. Generally, *podcasts* are used as a medium of entertainment only. However, previous studies have shown that *podcasts* used as learning tools or media are considered effective in helping to improve a person's/student's learning outcomes [6]. Similar research by. The advantages of *podcasts* that are *reusability* and *replaying* can make it easier for students to access teaching materials anytime and anywhere, because *podcasts* are flexible and can be used through several types of media players such as MP3 and MP4 *players*, cell phones, and so on [7]. The form of *podcast* media can contain various topics or themes and can be designed or packaged in a conversation, *talkshow*, debate or discussion, monologue, lecture and speech [8].

Based on this background, the researchers conducted this study with the aim of knowing and analyzing student needs for audio *podcast -based learning media* in basketball lecture activities.

2 Method

This study uses survey research methods with quantitative descriptive data analysis techniques. Quantitative descriptive aims to analyze and find out the level or status of something in the form of a percentage. The subjects studied this time were 126 students of the Department of Physical Education, Health and Recreation, Faculty of Sports Science, State University of Malang batch 2019. The instrument in this study used a non-test instrument in the form of a questionnaire given to the research subject. As a reference in categorizing the research results, a table is included to measure the criteria for the research results (Table 1).

Table 1. Criteria for assessment of needs analysis for development of audio podcast-based learning media.

Mastery Level	Criteria
86–100%	Very well
71–85%	Well
56–70%	Enough
41–55%	Not enough
<40%	Very less

3 Result and Discussion

3.1 Result

Based on the distribution of the needs analysis questionnaire that has been distributed to 126 students, it resulted in several points, namely: (1) as many as 67.78% of students who admitted that the presentation of basketball course material was less attractive; (2) the average learning media used during basketball courses are two types of media, namely sipejar and youtube applications, but there are also other media such as google classroom; (3) as many as 64.40% of students know audio media with podcasts; (4) 86.39% of students stated that it is necessary to develop new learning media to make the learning process more interesting; and (5) 74.72% of students stated that there was no podcast media used in learning.

3.2 Discussion

This study resulted in an analysis of student needs, namely there is still no audio *podcast-based learning media* in basketball courses. Lecture activities still use common learning media such as direct practice in the field. While the learning style of each individual has a difference. So, *podcast-based learning media* is still difficult to find in learning activities, especially basketball.

Audio type media has the advantage of other learning media, which is that it can be accessed anywhere and anytime, it is not easily outdated by the times because this type of *podcast media* is included in *up to date* or renewable media so that it can be used for a relatively long period of time. Students and lecturers can use this media as a learning medium that can help channel information or cognitive aspects so that lecture activities can run interestingly. While the weakness of this *podcast learning media* is that it is limited to one stage of learning, namely the cognitive aspect because the nature of *podcasts* in the form of audio media only results in recipients of information or students as research subjects only being able to receive understanding from this media in the form of knowledge/cognitive, not included in the realm of learning. Skills. Apart from the advantages and disadvantages, this *podcast-based learning media* is expected to contribute in helping increase the effectiveness of lecture activities for students and lecturers, help increase student interest in learning and can help facilitate students' understanding of the material provided.

In line with research conducted by Madiope, it proves that *podcasts* provide many benefits and are considered effective in the learning process for both teachers and learning participants [9]. Other studies also explain the role of *podcasting* in education not only to help increase knowledge but also to be effectively used as a medium to improve the quality of students' *attitudes*, personality and self-confidence [10]. Diana & Saputra also explained in their research that the use of *podcasts* as one of the learning media is considered very effective to increase students' interest in learning economic material activities at SMA Muhammadiyah 1 Taman, due to the active involvement of students in teaching and learning activities on economic material amid pandemic conditions (11).

4 Conclusion

The conclusion from the research that has been done is that there is still no audio *podcast-based learning media* in basketball lecture activities. Therefore, it is important for further research as a follow-up to the current research because with the various teaching media it can increase the interest and enthusiasm of students in learning activities.

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