



Implementation of Podcasts as Japanese Language Learning Media

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Abstract. The condition of Indonesia, which has begun to be hit by the COVID-19 pandemic, requires that all face-to-face teaching and learning activities be temporarily suspended and transferred to Distance Learning (PJJ). Teachers must have innovations in the learning media that will be used so that students can easily understand the learning material. In implementing distance learning activities using electronic media, such as mobile phones or laptops. There are various learning media in the form of applications that can be utilized in the two electronic media, one of which is podcasts. In this study, the researcher wanted to find out how the process and responses of the respondents to the use of podcasts as learning media for the Japanese language were. The research method used in this research is descriptive with a qualitative approach. The research sample used was 25 students of class X Clinical Pharmacy & Community Health Vocational School of Sadewa for the Academic Year of 2021/2022. Data collection techniques are used in the form of observation, filling out questionnaires, and interviews. Based on the results of the research that has been done, it can be seen that most students think that using podcasts as a learning medium makes it easier for them to understand the learning material. In addition, the teacher's response to the use of podcasts in teaching and learning activities is that they can be used as an alternative learning media, especially in distance learning. This explains that podcasts are excellent and appropriate for learning media.

Keywords: learning media · podcast · Japanese language · implementation

1 Background

Indonesia, which has been hit by the COVID-19 pandemic since 2020, of course, many things have changed, one of which is learning activities. In teaching and learning activities, the government has determined that face-to-face learning activities are temporarily suspended and transferred to an online system from their respective homes or Distance Learning (PJJ). Based on the Minister of Education and Culture (Mendikbud) Nadiem Makarim, limited face-to-face learning activities will begin in July 2021 or the new academic year 2021/2022. Therefore, two methods of learning activities are carried out, face-to-face and online. The atmosphere felt when face-to-face online is undoubtedly

different. During face-to-face learning activities, students come to school, and learning activities are carried out directly in class. Implementing the PJJ system allows for problems, such as sometimes wrong internet signals or malfunctioning devices.

In its implementation, PJJ activities require electronic media, such as mobile phones or laptops. The teacher's task in this PJJ activity is to find ways to keep the learning process going without reducing the students' enthusiasm to continue learning as usual, even though it is not done directly at school.

Many learning media are in the form of applications that can be used on mobile phones or laptops that can be used as support for online learning activities, one of which is podcasts. The media is being loved by young people and has become a trend. According to Fadilah et al. (2017), Podcasts are audio or video material available on the internet that can be connected to a computer or portable media player for free or by subscription. Based on the results of a survey conducted by Zellatifanny, C.M. (2020) shows that podcast listeners are dominated by the millennial generation, with the age group between 20–25 years as much as 42.12%, the age group between 26–29 years as much as 25.52% and the age group between 30–35 years as much as 15.96%. Podcasts can be downloaded via digital music platforms which can be listened to anytime and anywhere, without having to be stuck in one place.

Compared to the implementation of video calling applications, which can be said to take up much quota and require a good internet signal, using podcasts will be easier to access. This is because, in addition to podcasts can be accessed via streaming, they can also be downloaded. Its use doesn't require much quota and does not take up a lot of cellphone memory for storage. Podcasts can be listened to anytime and anywhere and can be played repeatedly. With learning media such as podcasts, teachers will find it easier to teach because teachers do not need to teach by making learning videos but convert them into audio, namely podcasts. In this study, researchers used a digital platform called Spotify. This platform is available in the form of an application which, of course, can be downloaded on a mobile phone or accessed via a PC device. Apart from being a medium used to listen to songs, this application also has a podcast feature that can be listened to online and can be listened to offline if it has been downloaded. This media can be easily accessed using or without internet access.

Based on research conducted by Enokida (2011) with the title “オリジナル英語学習用ポッドキャストの授業での継続的活用” it was concluded that podcasts showed promising results. The students felt that the implementation of podcasts had a positive impact on learning English. Many are also aware of the benefits of implementing podcast media and feel an increase in their listening ability. For this reason, the researcher feels that research is urgently needed on implementing the podcast as a medium for learning Japanese in distance learning as it is today. This study focuses on how students and Japanese language teachers at SMK Kesehatan Sadewa respond to the implementation of podcasts as a medium for learning Japanese.

For this reason, the researcher feels that research is urgently needed on implementing the podcast as a medium for learning Japanese in distance learning as it is today. This study focuses on how students and Japanese language teachers at SMK Kesehatan Sadewa respond to the implementation of podcasts as a medium for learning Japanese.

2 Theory

Implementation is an activity in using or using goods or facilities. According to the Big Indonesian Dictionary online (2021), “implementation” means the act of using something or using it. The current implementation of podcasts is not only as a medium of entertainment but also as a medium of learning in the world of education. The word “podcast” comes from the combination of the words “iPod,” which is a product of the Apple company, and “broadcast,” which means broadcast. Podcasts are media files that can be distributed over the internet that can be played not only from iPods and smart-phones but also other types of media players, computers (for example, using Windows Media Player), online audio devices such as Spotify, Joox, Soundcloud.com (Fadilah et al., 2017). It started in 2004 when podcasts were developed by a former American MTV broadcaster and VJ in the 1980s, namely Adam Curry. The presence of this feature started from Adam Curry’s passion about how the freedom to create content is for broadcasters but still getting benefits. In the development process, Dave Winer assisted Adam Curry, a software developer. This feature was introduced by the founder of 12 Apple companies, Steve Jobs, in 2005 and is found on Apple iPod and Apple Mac devices. At first, every episode on a podcast had to be downloaded first because the internet was not as fast as today’s internet. To listen to it, we have to subscribe to the podcast first, which is only available on Apple devices. Over time, this feature can be accessed via the internet and on various music platforms available on Android and Apple devices.

Due to its existence on the internet, the content presented can be accessed at any time, as Bonini (2015) said that podcast is a technology used to distribute, receive, and listen to content on-demand or accessible online produced by professionals and amateurs in broadcasting. Anyone can create content in the form of podcasts without limiting whether that person is a professional broadcaster or not. According to Toyib et al. (2013), podcast itself is divided into three types of podcasts, the first is audio podcasts, the most common podcasts are MP3 files, the second is podcast enhancements that use visual elements and is accompanied by audio, such as Youtube, and the third is video podcasts. This film contains sound, usually in the form of the MP4 format.

Each media certainly has its advantages and disadvantages, including podcast media. Indriastuti and Saksono (2015) reveal that there are several advantages of podcast media, namely:

1. Podcasts can be used as learning resources for students. The role of podcasts as learning media and learning assistants is crucial because they can be a reference for learning resources.
2. Efficient, which includes easy storage and carrying. The file size is small so that podcasts can be downloaded from a computer or mobile phone connected to the internet and stored in it. Podcasts can be listened to live, whenever you want to listen to them, so that they can be used anywhere and anytime.
3. Media that is easy to listen to. We can choose to listen or download and then save it to listen to it without going through the internet.
4. Easy to distribute through multiple portals, saving time and cost of conventional distribution.

5. Bandwidth friendly because the file size, when uploaded and downloaded, will be compressed in a small digital format, so data transmission requires only a tiny amount of bandwidth. Apart from the advantages, there are disadvantages to podcasts.

The disadvantages of podcasts are that they are only in the form of sound, the editing process is a little tricky, and if the sound is without music, the listener will be a little bored.

The media is a place to distribute information. According to Djamarah (2010), the word media comes from Latin and is the plural form of the word medium, which means “intermediary” or “introduction”. In learning, Media is a tool used by teachers to deliver lessons. The existence of media in the learning process has a somewhat important virtue where the Media can help the lack of clarity in the subject matter as an intermediary. More precisely, the term media is often interpreted as a graphic, photographic, or electronic device in teaching activities to retrieve, process, and rearrange visual and verbal messages (Azhar, 2003: 3). Media can also be said to help teachers convey something that is lacking in teaching so that students can more easily digest lessons.

Each Media certainly has its characteristics to distinguish one Media from another. Sriyanto (2016) argues that the role and function of learning media can lead to certain media groups. It is necessary to clarify learning media to help teachers quickly determine which media are suitable for use in learning materials that will be taught in class. In learning, the Media occupies an essential position as a component of the learning system. Without the media, communication in the learning process between teachers and students will not occur.

Media does not only have one type but there are several types. Hamdani (2011) revealed three types of Media as follows.

1. Visual Media.

Visual media are media that can only be seen with the eyes. Teachers often use this type of media to help disseminate subject matter content. Visual media include media that cannot be projected (non-projected visual) and media that can be projected (projected visual).

2. Audio Media.

Audio media contains information in an additive form (can only be heard) that can stimulate students’ thoughts, feelings, attention, and abilities to learn teaching materials. Sound cassette programs and broadcast programs are audio media. The implementation of audio media in learning, in general, is to distribute learning materials about listening.

3. Audio-Visual Media.

Audio-visual media is a combination of sound and images or commonly called viewing-hearing media. Audio-visual media will help the presentation of teaching materials to students become more complete and optimal. In addition, within certain limits, this media can also replace the role of the teacher. Because the presentation of material can

be replaced by the media, the teacher can turn into a learning facilitator, which is to provide convenience in learning for students. Examples of audio-visual media include video or television programs, video tutorials, and sound slide programs.

Learning and learning are two activities that cannot be separated. The existence of learning activities is a teacher's effort to help students gain knowledge, shape themselves in attitude, and master a skill. According to Hamalik (2002), learning is a combination of humans (students and teachers), materials (books, blackboards, chalk, and learning tools), facilities (rooms, audio-visual classrooms), and the interaction process to achieve learning objectives. In addition, learning is supported so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur (Djamaluddin & Wardana, 2019).

Based on the explanations of the experts above regarding media and learning, it can be concluded that learning media is a tool for teachers to convey information to students to achieve a learning goal. According to Sanjaya (2014), the function of learning media is divided into several types, namely:

1. Communicative Function

Learning media is used to facilitate communication between the sender and recipient of the message.

2. Motivation Function

The implementation of learning media is expected to increase students' learning motivation. The development of learning media not only contains artistic elements but also makes it easier for students to study the subject matter to increase their enthusiasm for learning.

3. Significance Function

Through the implementation of media, learning can not only add information, such as factual data, to the development of low-stage cognitive aspects but can increase students' ability to analyze and experiment with high-stage cognitive aspects. It can even improve aspects of attitudes and skills.

4. Perception Equalization Function

Through the use of learning media, it is expected to equalize each student's responses so that they can have the same view of the information presented. e. Individuality Function
The implementation of learning media serves to help meet the needs of everyone with different interests and learning styles.

Following the use of learning media, namely as a tool for teachers in teaching, many types of learning media can be used to help the learning process run smoothly. One of the media that can be used is audio media. According to the Big Indonesian Dictionary online (2021), audio is a listening device that can be heard. Audio media is sound media that can be heard or listened to by the human ear naturally. Audio teaching materials

are non-printed teaching materials that use radio signals and can be heard directly by teachers to help students master specific skills (Prastowo, 2011). In its application to the learning process, the course students do listening activities when using audio media as learning media.

Using audio media as a learning medium will make a person's listening ability more sensitive to messages conveyed in the form of sound. Audio media has several benefits if used by teachers as learning media. According to Sudjana and Rivai (2005), audio learning media is mainly used in the following activities:

1. Teaching poetry reading (music literary) and activities related to documentation.
2. Teaching foreign languages in the form of audio and audio-visual.
3. Learning through radio or radio Education.
4. Learning packages of various types of material allow students to practice their interpretive skills in a field of study.

There is not much research on the implementation of podcasts as learning media, so the previous research that will be presented is research that uses the same media with different implementation models. Research conducted by Enokida (2011) with the title “オリジナル.” The method used in this research is descriptive qualitative. The subjects in this study were second-year students of the Faculty of Engineering, Science, and 27 Applied Biological Sciences, Hiroshima University, with a total of 95 students. This research was conducted in two classes taught by Enokida, namely the “Challenging TOEIC” class.

The duration of the study was conducted for one semester. This study used Computer Assisted Language Learning (CALL) in a classroom. The media used are Moodle, which is a website for learning activities, and iTunes as a medium for distributing podcast content. Researchers do not create their podcast content but participate in the latest episode of “Easy English Conversation”. Students were asked to listen to the podcast for ten to twenty minutes at each class meeting. Activities such as comprehension check, dictation, role-playing, and summarizing are created in the form of PDF documents and the form of podcasts uploaded to iTunes.

In addition, students outside of class hours are required to listen to six episodes of their choice of the Hiroshima University English podcast and submit “listening logs” assignments on Moodle. At the end of the semester, the researcher gave a survey questionnaire to the students to find out their responses to the implementation of podcasts as a medium for learning English, primarily listening. The results of this study indicate that many of these students feel the benefits of implementing podcasts in learning English, significantly improving listening skills.

3 Research Method

The research method used in this research is qualitative with a descriptive approach. The implementation of the method aims to describe and describe the influence of podcast implementation on learning Japanese. This study's flow of research data collection was through observation, questionnaires, and interviews.

Observation activities were conducted to collect qualitative data on how to implement podcasts as a medium for learning Japanese. The type of observation made by the researcher is a non-participant or passive participatory observation where the researcher only observes or is not involved in classroom activities (Sugiyono, 2015).

The questionnaire was given to determine respondents' responses to the implementation of podcasts as learning media. The questionnaire distributed has been through a validation test by the expert judgment, which is one of the lecturers of the Japanese Language Education Study Program, University of Muhammadiyah Yogyakarta. The type of questionnaire used by the researcher is a mixed questionnaire, consisting of a closed and open questionnaire.

The closed questionnaire was used on a Likert scale of 5 using Google forms. In the preparation of the questionnaire, there is a basis for assessment with a scale of strongly agree (SS), agree (S), uncertain (R), disagree (TS), and strongly disagree (STS). In this questionnaire, 11 questions will be given after the observation is completed. Interviews were conducted to determine the teacher's responses when using podcasts as a medium for learning Japanese.

The population in this study were all students of class X SMK Kesehatan Sadewa for the Academic Year 2021/2022, with as many as 336 students. The sample in this study was class X Clinical Pharmacy & Community Health Vocational School Sadewa for the Academic Year 2021/2022, with as many as 25 students. To determine the research sample, the researcher uses a purposive sampling technique, which is a technique for determining data collection through specific considerations (Sugiyono, 2018). The criteria for taking samples are classes that carry out online learning processes.

The data analysis technique used is the Miles and Huberman model. The data analysis flow consists of four stages: data collection, data reduction, data presentation, and verification & conclusion. In this study, the data obtained from the questionnaire will be processed using statistics (percentages). Researchers use the formula to get the percentage of the results of the questionnaire as follows:

$$P = \frac{f}{N} \times 100\%$$

Keterangan:

P: percentage to find.

f: frequency of answers.

N: total students.

After the percentage of the data results from the questionnaire, then the interpretation of the data is carried out. To facilitate the interpretation of the questionnaire percentage data, the researchers conducted an interpretation based on the scale. Pernatawaty (2014) reveals the interpretation of the questionnaire data in percentage as follows (Table 1).

4 Finding and Discussion

Observation activities are conducted online at home due to the COVID-19 pandemic, so learning activities at schools are conducted online from home. Observations were made in four meetings. Before teachers provide learning materials in podcasts, several things

Table 1. Categorization of data

Interval	Identification
0,00%	None
01,00% - 05,00%	Almost none
06,00% - 25,00%	Very few
26,00% - 49,00%	Almost half
50,00%	Half
51,00% - 75,00%	Several
76,00% - 95,00%	Most of all
96,00% - 99,00%	Almost all
100%	Everyone

need to be prepared to create podcast content so students can finally listen to them. Things that need to be prepared are making narration text, voice recordings, audio editing, and uploading content. Podcasts are accessed by students of class X Clinical Pharmacy & Community Health Vocational School of Sadewa on 42 web pages or through the Spotify application, which can be downloaded on a smartphone.

Teaching and learning activities are carried out through the class Whatsapp group chat. The teacher briefly explains what learning material will be studied. Then, the teacher provides a podcast link that contains a complete explanation of the learning material to be studied. The students were asked to listen to the podcast. After listening to the podcast, the students were asked to do practice questions to find out how far the students understood the given learning material.

In its application, students are seen to be active in class. This can be seen when the teacher explains the learning material and directs them to do the task. The students respond well and carry out what is directed by the teacher. Although, there are still some students who are late in responding and only come when the teacher looks for them.

When the observations were completed, the students were asked to complete a research questionnaire. The questionnaire was given to find out how the students responded to the implementation of podcasts as a medium for learning Japanese. There are two types of questionnaires used, namely closed questionnaires and open questionnaires. The following are the results of closed questionnaire data previously given to students (Table 2).

The data questionnaire above shows that more than half of the respondents, as much as 72% of the total respondents, stated that podcast media is easy to access. Meanwhile, 28% of other respondents expressed their doubts about easy access to podcast media (Table 3).

The questionnaire data above shows that most of the respondents, as much as 92% stated that using podcasts makes it easier for them to absorb learning material. A small percentage of respondents, as much as 8%, doubt that podcasting can make it easier for them to absorb the material (Table 4).

Table 2. “I find podcast media easy to access.”

Answered item	Number of answers	Percentage
Strongly agree	3	12%
Agree	15	60%
Doubtful	7	28%
Disagree	0	0%
Strongly disagree	0	0%

Table 3. “I feel that implementing podcasts makes it easier for me to absorb learning materials”

Answered item	Number of answers	Percentage
Strongly agree	1	4%
Agree	22	88%
Doubtful	2	8%
Disagree	0	0%
Strongly disagree	0	0%

Table 4. “I feel the duration of learning with podcast media is very long”

Answered item	Number of answers	Percentage
Strongly agree	1	4
Agree	7	28%
Doubtful	9	36%
Disagree	8	32%
Strongly disagree	0	0%

Based on the results of the data questionnaire above, it shows that as many as 32% states that the duration of the podcast is too long. Then as many as 36% of respondents expressed doubt if the podcast duration was too long. At the same time, the other 32% of respondents stated that the duration of the podcast was considered sufficient (Tables 5 and 6).

The data questionnaire above shows that most of the respondents, as much as 84% stated that the sound effect on podcasts did not make respondents feel bored. Then there are a small number of respondents, as much as 8%, who expressed doubt, and a small proportion of other respondents, as much as 8%, said they disagreed that the sound effect made respondents not feel bored with the content of podcasts. This can happen because the respondent feels normal and does not have a particular effect when studying (Table 7).

Table 5. “I find the audio quality on podcasts to be of good quality”

Answered item	Number of answers	Percentage
Strongly agree	4	16%
Agree	17	68%
Doubtful	4	16%
Disagree	0	0%
Strongly disagree	0	0%

Table 6. “I feel that the sound effects on podcasts don’t make me feel bored with the content in them”

Answered item	Number of answers	Percentage
Strongly agree	8	32%
Agree	13	53%
Doubtful	2	8%
Disagree	2	8%
Strongly disagree	0	0%

Table 7. “I feel that implementing podcasts makes learning more fun”

Answered item	Number of answers	Percentage
Strongly agree	6	24%
Agree	16	64%
Doubtful	2	8%
Disagree	1	4%
Strongly disagree	0	0%

Based on the questionnaire data above shows that most of the respondents, as much as 88% stated that by using podcast media, the learning atmosphere became more fun. This can happen because respondents feel that podcast media is something that has just been used as a learning medium and feels like they get a direct explanation from the teacher. While a small proportion of respondents, as much as 8%, expressed doubt that podcast media makes learning a fun atmosphere. This can happen because respondents feel there is no increase in concentration when studying, according to questionnaire number seven. Of other responses, almost 65 none stated that podcast media did not make learning a fun atmosphere (Table 8).

Based on the questionnaire data above, it shows that most of the respondents, as much as 80% stated that using podcast media can improve concentration when studying. This

Table 8. “I feel that implementing podcasts improves my concentration in studying.”

Answered item	Number of answers	Percentage
Strongly agree	3	12%
Agree	17	68%
Doubtful	5	20%
Disagree	0	0%
Strongly disagree	0	0%

Table 9. “I feel that podcast media is needed in learning Japanese online”

Answered item	Number of answers	Percentage
Strongly agree	7	28%
Agree	13	52%
Doubtful	4	16%
Disagree	1	4%
Strongly disagree	0	0%

can happen because respondents are directly asked to listen carefully to the explanation of the material from the teacher in the podcast. Meanwhile, a small percentage of respondents, as much as 20%, expressed doubt that using podcast media will increase learning concentration. This can happen because of the different ways of learning by respondents in order to concentrate, such as having to be in a state of silence or calm (Table 9).

The data questionnaire above shows that most respondents, as much as 80% stated that podcast media is needed as an online learning medium. Meanwhile, a small proportion of respondents, as much as 16%, stated that they doubted that podcast media was needed as an online learning medium. This can happen because respondents feel that the learning method is only audio without visuals and that podcasts can consume much quota in their implementation. The answer is based on the results of questionnaires number nine and eleven. For other responses, almost no one stated that podcast media were not suitable for use as online learning media (Table 10).

The data questionnaire above shows that more than half of the respondents, as much as 64% stated that using podcast media does not take up a lot of internet quota. This can happen because podcasts are internet bandwidth-friendly, so they do not take up a lot of internet quota. Meanwhile, almost half of the respondents, as much as 32%, expressed doubt that the implementation of podcasts did not consume a lot of internet quota. This can happen because respondents do not know how much internet quota is spent using podcast media. For other responses, almost no respondents stated that using podcast media consumes a lot of internet data (Table 11).

Table 10. “Podcast implementation does not take up a lot of internet data”

Answered item	Number of answers	Percentage
Strongly agree	3	12%
Agree	13	52%
Doubtful	8	32%
Disagree	1	4%
Strongly disagree	0	0%

Table 11. “I feel that podcast implementation is appropriate to use as a medium for learning Japanese”

Answered item	Number of answers	Percentage
Strongly agree	3	12%
Agree	21	84%
Doubtful	0	0%
Disagree	1	4%
Strongly disagree	0	0%

The questionnaire data above shows that almost all of the respondents, as much as 96% stated that podcast media was appropriate to be used as a medium for learning Japanese. This can happen because it is a new media to be used as learning media and easy to use. For respondents who stated that podcast media was not appropriate to use Japanese language learning media, almost no one stated it.

In the open-ended questionnaire, they were asked about suggestions for implementing podcasts as a medium for learning Japanese. Almost half of the respondents did not express their opinion because the podcast media was considered good and made it easier for respondents to understand the learning material. Then, other respondents expressed their suggestions for podcast media. The respondents stated that the teacher needed to explain the learning material in a shorter, denser, and more explicit way.

Other respondents stated that the podcast should not only be in audio form but also visually.

Data from interviews with Japanese language teachers at the Sadewa Health Vocational School for the 2020/2021 academic year explain that podcasts are easy to use, can be used as alternative learning media, and not all students understand the learning material. Students do not understand the material as a whole because they are unfamiliar with implementing podcasts as learning media.

Based on previous research conducted by Enokida (2011) under the title “オリジナル,” it can be seen that there are similarities in the results of the study. The research method used in this research is descriptive qualitative. This study seeks to find out how students think about the implementation of podcasts in the “Challenging TOEIC” class.

The result of this study is that many of these students feel their listening skills have improved. So it can be said that implementing podcasts as a learning medium has a positive effect on students.

5 Recommendation

Based on the results and discussion of research that has been carried out at the Sadewa Health Vocational School, it can be concluded that there are positive and negative responses. The positive responses given were:

1. Podcast media is easy to use.
2. It does not require a large internet quota.
3. Increases the concentration in learning.
4. Podcast media can be an introductory medium for learning Japanese, especially in online classes.

Then, the negative responses were (1) the duration of the explanation of the material in the podcast was too long, and (2) it was a little challenging to understand the learning material because it only relied on sound.

The advice given by the researcher is that the implementation of podcasts can be used as an alternative learning media, especially in online learning activities like today. Explaining learning materials through podcasts is good, but it would be better if the explanations were more concise, dense, and transparent.

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