Utilization of Interactive Podcast-Based Instructional Design and It's Impact on Listening Skills

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Abstrak

Penelitian ini dilatarbelakangi oleh kurangnya pemahaman mendengarkan siswa yang disebabkan oleh pembelajaran yang kurang bervariasi. Penelitian ini bertujuan untuk mengeksplorasi pemanfaatan desain instruksional berbasis podcast interaktif dan dampaknya terhadap pemahaman mendengarkan (*listening skill*) siswa. Keterampilan mendengarkan merupakan elemen krusial dalam pembelajaran bahasa, namun banyak siswa menghadapi tantangan dalam memahami materi berbasis audio. Dengan meningkatkan keterlibatan siswa melalui elemen interaktif seperti kuis dan pertanyaan reflektif, podcast interaktif diharapkan dapat meningkatkan konsentrasi dan pemahaman siswa terhadap materi yang disampaikan. Metode penelitian yang digunakan adalah tinjauan literatur sistematis, dengan pengumpulan data dari sumber-sumber ilmiah terpercaya dari tahun 2020 hingga 2025. Hasil penelitian menunjukkan bahwa penggunaan podcast interaktif tidak hanya membantu dalam meningkatkan keterampilan mendengarkan, tetapi juga menciptakan pengalaman belajar yang menyenangkan dan bermakna. Meskipun terdapat tantangan seperti keterbatasan akses teknologi dan variasi tingkat kemampuan siswa, hasil penelitian ini menunjukkan bahwa podcast dapat menjadi alat yang efektif dalam mendukung proses pembelajaran bahasa. Simpulan dari penelitian ini adalah bahwa penggunaan podcast interaktif dapat memberikan wawasan dan panduan bagi pengembangan metode pengajaran yang lebih inovatif dan efektif dalam konteks pendidikan.
Kata Kunci: Media Podcast Interaktif, Pemahaman Mendengarkan.

Abstract

Students' limited listening comprehension skills are often attributed to monotonous teaching methods that lack variety. This study aims to explore the implementation of interactive podcast-based instructional design and its impact on students' listening comprehension in language learning. A systematic literature review method was employed, sourcing data from reputable academic publications between 2020 and 2025. The findings reveal that interactive podcasts incorporating elements such as quizzes and reflective questions enhance students' engagement, focus, and understanding of audio-based material. In addition to improving listening skills, these podcasts contribute to a more enjoyable and meaningful learning experience. However, challenges such as unequal access to technology and varied student ability levels were also identified. Despite these obstacles, the evidence supports the effectiveness of interactive podcasts as a pedagogical tool in language education. In conclusion, the use of interactive podcasts offers valuable insights for developing more innovative and effective teaching strategies, particularly in enhancing students' listening comprehension..
Keywords: Interactive podcast-based media, Listening Skills.

INTRODUCTION

Listening skills are an integral part of effective language learning. In an educational context, listening is not just about passively receiving information, but also includes the ability to understand, analyze, and respond to the information conveyed.(Mardianisah et al., 2020). This skill is very important, because it is the basis for good communication and more advanced speaking and reading skills.(Sri Astuti, 2017). In language learning, listening skills contribute to vocabulary mastery, understanding of sentence structure, and the development of effective speaking skills.

Listening is one of the fundamental skills in language learning and plays a critical role in communication success. However, several studies have shown that elementary school students often struggle to understand audio-based materials due to the lack of interactive and learner-centered instructional media. Research by (Mutmainah, 2023) found that conventional audio media tends to make students passive and less focused during the learning process. Similarly,(Ummah et al., 2020) highlighted the potential of technology-based media, particularly podcasts, in increasing student engagement in language learning. In a related study, (Safitri, 2024) discovered that podcasts integrated with interactive features could enhance students' critical thinking and retention of auditory information.

To address these challenges, interactive podcasts have emerged as a promising medium to enhance students' listening comprehension. Unlike traditional forms of audio materials, interactive podcasts contain elements that stimulate students' active participation.(Wijayanto et al., 2023). Interactive elements such as reflective questions, quizzes, and discussions in audio format can help students engage more deeply with the material, improve concentration, and encourage deeper processing of information.(Adelina et al., 2024). Thus, interactive podcasts not only provide information, but also create a dynamic and engaging learning environment.

Unlike previous studies that focused mainly on the use of podcasts as passive learning tools, this study proposes a novel approach through the development of interactive podcast-based instructional design audio media enriched with interactive elements such as quizzes, reflective questions, and supporting visual cues. This research contributes originality by redefining the podcast as an active learning medium specifically aimed at improving listening comprehension among elementary students.

The urgency of this study lies in the need for instructional media that actively engages students in understanding audio content. Additionally, the generally low listening comprehension outcomes among students indicate the necessity for innovative media that can bridge this gap. Therefore, this study is essential to explore the effectiveness of interactive podcasts as an innovative solution. It is expected that the findings will provide insights into the development of more adaptive, engaging, and impactful language learning strategies, particularly in enhancing students' listening skills. By utilizing interactive podcasts in the learning process, it is hoped that students will not only be able to improve their listening skills, but also gain a fun and meaningful learning experience. This is important to build a strong foundation in language acquisition and increase students' confidence in communicating.

METHODOLOGY

The research method used in this article is a Systematic Literature Review. The aim is to analyze the use of podcast media in learning and its impact on listening comprehension (*Listening Skill*). This study employed a systematic literature review approach by collecting and analyzing relevant articles published between 2020 and 2025. The search was conducted using several databases, including Google Scholar, ScienceDirect, and ERIC, with keywords such as "interactive podcast," "listening skills," and "language learning in elementary education".

Articles were selected based on inclusion criteria: peer-reviewed journal articles, published within the specified year range, and discussing the use of interactive podcasts in education particularly those focused on listening comprehension. After selection, relevant data were extracted from each article, including information on the author, publication year, research design, population/sample, and main findings. The extracted data were then categorized according to themes aligned with the research objectives. Articles with unclear methodologies or insufficient relevance were excluded from the analysis. The selected data were organized using a data extraction table to support structured synthesis.

The findings from the selected articles were analyzed narratively to identify recurring patterns, innovations, and gaps related to the use of interactive podcasts for improving listening skills in elementary education.

RESULTS AND DISCUSSION

This table 1 Use of Podcast in Learning, presents data on research related to understanding mathematical concepts and learning models from 2020 to 2025. The table is divided into several columns that explain the Title of the article and the Findings.

Tabel 1 Use of Podcasts in Learning

No	Title	Findings
1	Podcast towards Students' Listening Comprehension: A Literature Review (Safitri, 2024).	The results of the study showed that podcasts are effective in improving students' listening skills. Podcasts provide authentic materials that help students understand language in real contexts. In addition, podcasts also support vocabulary development and active listening skills.
2	Enhancing Students' Listening Comprehension Skills through AI-Based Podcast Activities: A Study in Self-Study Mode (Chaikovska et al., 2024)	The results showed that there was a significant improvement in listening skills after the podcast intervention, although the average post-test score was still considered "poor." Students showed greater enthusiasm during learning using podcasts.
3	The Impact of the Podcast (BBC Sounds) to Raise Metacognitive Awareness in Developing L2 Listening Comprehension among Bangladeshi Undergraduate Learners (Azmee, 2022)	The results showed that the experimental group using the podcast experienced significant improvements in listening skills compared to the control group. Despite the improvements, the average score was still considered "poor," indicating the need for continued practice.
4	Podcasts as Interactive Learning Media in Indonesian Language Learning in Elementary Schools (Prawoto, 2023)	The article shows that the use of podcasts in Indonesian language learning can increase student engagement.
5	Utilization of Educational Podcasts as Alternative Media in Improving Elementary School Students' Reading Literacy (Jusman, 2025)	Educational podcasts have been shown to have great potential in improving elementary school students' reading literacy. The use of this media not only supports improving reading comprehension and listening skills, but also enriches students' vocabulary and increases their learning motivation.
6	The Effects of Intensive English Podcast Listening on High School Students' Comprehension Skills and Impact on Learning Motivations	The results showed that there was a significant improvement in students' listening skills after participating in the podcast listening program. Pre- and post-testing showed that students were better able to understand the material they listened to after participating

	(Bozavlı, 2024).	in the activity.
7	Guidance and Counseling Service Strategy (Hutami et al., 2022)Using Podcast Media to Increase Students' Achievement Motivation.	effective podcast media as a medium to improve student learning achievement
8	Podcast as a Strategy to Increase Student Agency Through the "Bagalanggang Di MatoRang Banyak" Approach (Sari & Marta, 2024)	This study shows that the integration of podcasts in student agency at SDN 01 Benteng Pasar Atas covers the curriculum and intracurricular activities, enriching students' knowledge and skills. Teachers use podcasts to increase student engagement and understanding.
9	Development of Podcasts as Learning Media in Indonesian Language Subjects for Grade IV Elementary School Students (Fikri et al., 2023)	This research produces a podcast media product in the form of a video with content that has been adjusted to the learning material. The media is supported by quiz content that can attract students' attention, so that they can actively participate in activities learning
10	Utilizing Spotify Podcasts as Indonesian Language Learning Media (Safira Ramadhani et al., 2023)	Using podcasts as a learning medium can train students' listening skills.
11	Podcast Development with Addie Model on Folklore Material as Audio-Based Learning Resources (Salsa Fadia Hayya & Widyasari, 2022)	The development of podcasts as audio-based learning resources has been appropriate for use in the learning process for folklore material.
12	Listening Skills Learning Using Podcast Media Based on Project Based Learning Model (Pjbl) (K. Perayani & IW Rasna, 2022)	The results of this study indicate that (1) the implementation of learning is carried out in accordance with the learning scenario based on the characteristics of the project based learning model, but there are things that are still missing, namely the essential question activities that should be carried out first before other activities (2) the evaluation of learning is in accordance with the principles of the project based learning model. However, there are some things that still escape the attention of teachers, namely the question instructions and the score range on the question items.
13	The Influence of Project-Based Learning Model Assisted by Educational Podcasts on Listening and Speaking Skills Students of Class 6 Sdn 1 Tempuran (Umaya & Yustiana, nd)	These findings indicate that the implementation of the podcast-assisted PjBL model is effective in improving students' listening and speaking skills. Therefore, educators can utilize this model as an alternative learning strategy that is more interactive and relevant to the needs of education in the digital era and becomes a reference for developing a curriculum that is more adaptive to technological developments.
14	Development of Narrative Audio Podcast Learning Media Using the Anchor Application for Listening to Fiction Texts in Grade V Elementary School (Adawiyah, 2022)	Narrative podcast audio media using the Anchor application has been valid, practical, and effective for use as a learning medium for listening to fictional texts for class V MI Ar-Rohman Bangah.
15	Podcast-Based Learning Media for Indonesian Speech Subjects (Febriyanti & Septiaji, 2023)	Research shows that the use of podcast-based learning media improves students' ability to understand speech structures, increases students' learning motivation, and

		fosters self-confidence in delivering speeches.
16	Development of Podcast-Based Audio Learning Media with the Addie Model in Indonesian Language Learning Fairy Tale Material for Grade III Elementary School Students (Salsa Fadia Hayya & Widyasari, 2022).	This podcast learning media has good material validity and is suitable for use in learning fairy tale subjects for grade III elementary school children.
17	Utilization of Animated Podcasts in Improving Independent Behavior, Self-Confidence, and Responsibility of Grade III Elementary School Students (Utami et al., 2022)	The results of this study show that the Animated Podcast learning media attracts students' attention in learning, makes students more enthusiastic in learning, and make it easier for students to understand the contents of the material. This Animated Podcast-based Islamic Religious Education learning overall received a positive response from students as a new innovation in Islamic Religious Education learning in the digital era.
18	The Use of Podcasts in (STAD) to Improve Listening Skills in the Listening I Course of the English Education Study Program, Tarbiyah Department, STAIN Ponorogo (Toyib et al., 2013)	The results of this study can be concluded that the use of podcasts in the (STAD) strategy can increase: (1) student participation in group discussions, (2) learning achievement and (3) positive responses.
19	The Effectiveness of Using Podcasts in Improving Understanding of Fiqh Learning in the Digitalization Era of Class VII D Students of MTs Al Ikhlas Bontang in the 2023/2024 Academic Year (Bontang et al., 2024).	The use of Podcasts is effective in improving students' understanding of Islamic jurisprudence with more interesting, interactive and applicable learning in everyday life.
20	The Use Of Podcasts On EFL Students' Listening Comprehension (Cahyanti, 2023).	In addition, students have positive perceptions during the learning process, so the podcast successfully motivates students to learn to listen. Therefore, students can use English podcasts for independent learning outside the classroom. Thus, students will feel more familiar with English to improve their listening comprehension

From the table 1 Use of Podcast in Learning, it can be seen that the use of podcasts in the context of learning not only improves listening skills, but also contributes to the development of other skills such as creativity and active participation of students in learning. The implementation of podcasts as a learning medium has been able to create a more interactive and interesting learning environment, thereby improving students' listening skills. This shows the great potential of podcast media in education in the modern era.

Listening is a foundational skill in language learning, particularly crucial at the elementary school level. However, in practice, listening is often underemphasized (Asyifah & Indriani, 2021). Many students struggle to comprehend spoken information due to the use of traditional, non-interactive teaching methods. As (Mardianisah et al., 2020) noted, listening involves more than just hearing it requires understanding, analyzing, and responding to verbal input. When learning media consist solely of passive audio without engaging features, students tend to lose focus and become disengaged.

The primary issue behind students' poor listening comprehension lies in the lack of interactive and stimulating instructional media (Nisa et al., 2022). To address this, interactive podcasts have emerged as a promising alternative. Unlike traditional audio content, interactive podcasts are enhanced with elements such as quizzes, reflective questions, and integrated visual or textual aids. According to (Adelina et al., 2024), these components foster active engagement and deeper cognitive processing. Similarly, (Chaikovska et al., 2024) found that interactive tasks embedded in podcast content help increase student focus and promote deeper understanding.

Through a review of 20 recent studies (2020–2025), this study confirms that interactive podcasts positively impact listening skills. For instance, (Safitri, 2024) concluded that podcasts improve learners' language comprehension in real-life contexts. However, that study did not explicitly address interactivity. This review, by contrast, emphasizes the interactive nature of podcasts, which proves more effective in enhancing student engagement and information retention.

Studies by (Bozavlı, 2024) and (Azmee, 2022) showed improvement in students' listening scores after podcast exposure, but the average scores remained low. This implies that podcasts without interactive features might not be sufficient to foster substantial learning gains. By incorporating quizzes, reflective questions, and task-based activities, interactive podcasts in this review appear more impactful.

From a cognitive learning perspective, Piaget's theory emphasizes active student involvement in linking new knowledge to existing cognitive structures. Interactive podcasts align with this idea by prompting students to think critically, make predictions, and relate content to their own experiences. (Cahyanti, 2023) reinforced this notion, stating that podcasts with engaging narratives and reflective elements boost conceptual understanding.

In terms of educational technology, podcasts offer flexibility and accessibility. (Syahabuddin & Rizqa, 2021) emphasized that podcasts allow for self-paced learning, making them ideal for the digital learning era. (Jusman, 2025) further added that podcasts help sustain learner engagement, even in remote settings.

This study also highlights the importance of instructional design. Podcasts integrated with instructional models such as Project-Based Learning (K. Perayani & I.W. Rasna, 2022) or ADDIE (Salsa F.H. & Widyasari, 2022) demonstrated higher validity and practicality. Structuring content based on pedagogical frameworks ensures that podcasts are not just entertaining, but also educationally sound.

Social constructivist theory by Vygotsky (1978) suggests that learning occurs through social interaction and mediated tools. Interactive podcasts facilitate internal dialogue and reflective thought, even in one-way audio formats (Pipit Muliyah, 2020). Questions embedded in podcast content act as stimuli for metacognitive reflection and promote deeper understanding.

Moreover, studies by (Sari & Marta, 2024) and (Hutami et al., 2022) revealed that podcasts positively influence students' affective development enhancing motivation, self-confidence, and a sense of responsibility. Thus, interactive podcasts contribute not only to cognitive growth but also to character building.

However, challenges exist in implementing interactive podcasts in elementary schools. First, access to devices and stable internet remains limited in some areas. Second, students exhibit diverse listening abilities and digital literacy levels, necessitating differentiated instruction and scaffolding. Third, producing engaging and pedagogically meaningful podcast content requires specific skills that many educators may not yet possess.

To overcome these barriers, schools should provide teacher training on podcast production, integrate podcasts into digital learning platforms (e.g., Google Classroom), and develop question banks aligned with podcast topics. These strategies would ensure sustainability and optimize podcast use as a teaching tool.

Pedagogically, interactive podcasts fit well within a blended learning approach. Students can listen to podcast episodes as pre-class assignments and engage in discussions during face-to-face sessions. This integration enriches class discourse and supports contextualized listening practice.

Additionally, podcast development opens opportunities for interdisciplinary collaboration. Language teachers can work with IT instructors to create high-quality content. Such collaboration promotes digital culture within schools and enhances instructional quality.

In summary, this study provides both theoretical and practical contributions. Theoretically, it supports the idea that interactive media enhance foundational language skills, especially listening, by boosting motivation, focus, and cognitive processing. Practically, it offers a roadmap for implementing interactive podcasts, including design strategies, challenges, and classroom integration.

Furthermore, the findings indicate that interactive podcasts are adaptable beyond the elementary level. With appropriate modifications in content and complexity, this media format could serve learners of various ages. In line with Indonesia's Merdeka Belajar curriculum, which emphasizes differentiated learning and student agency, interactive podcasts can serve as an innovative and flexible instructional strategy.

CONCLUSION

The use of interactive podcasts as a learning method in teaching listening comprehension offers various opportunities and challenges. Interactive podcasts, with their engaging characteristics and participatory elements, can increase student engagement, deepen understanding, and expand vocabulary. The interaction built through the active elements in podcasts encourages students to engage more deeply in the material being taught. By understanding the effective characteristics of podcasts and addressing the challenges involved, teachers can leverage this technology to create dynamic and engaging learning environments. Further research is needed to explore the full potential of podcasts in educational contexts, so as to provide clear guidance for the development of innovative and effective teaching strategies. Thus, interactive podcasts can serve as a valuable tool in improving listening skills and supporting the overall language learning process.

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