

Multihost Podcast Development as Teaching Materials in Digital Literature Court

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Abstract: *This research is the development of lecture material in the form of a multi-host podcast. The choice of media in the form of podcasts is because students as the main access to this lecture material are a generation that has the main characteristics attached to digital technology. Podcasts as one of the digital technology products are considered closest to the needs of students as the main access to this lecture material. Podcasts are digital audio files uploaded to online platforms to be shared with others (Phillips, 2017). Podcast listeners can access audio directly from their smartphone or laptop online. Podcasts can also be pre-downloaded so they can be listened to when the user is in off-line mode. The development method in this research adapts the Borg and Gall models with some adjustments based on the needs of podcast preparation. Data in the form of quantitative and qualitative data. Quantitative data in the form of expert test assessment results and field tests, and qualitative data in the form of learning observations and input or advice from experts. In data collection, the researcher collects, presents, reduces, organizes, interprets the data, and concludes the research results with the help of instruments in the form of observation sheets, questionnaires, and structured interviews. Data analysis was carried out by: (a) raw observation, and (b) unitization. In this case the researcher separates the data into parts that can then be analyzed, (c) determine the data to be analyzed (sampling), (d) make notes (recording) on the data that has been determined to be analyzed, (e) reduce the data, and (f) making inferences (finding the intent contained in the data, namely the material for the Constitutional Court of Digital Literature). Meanwhile, qualitative data obtained from observations, interviews, and narrative input were taken by the following steps: (1) identification of the results of questionnaires, interviews, and observations, (2) grouping data based on research objectives, (3) presenting and explaining data, (4) to conclude and determine the profile and feasibility of the product in the form of a podcast containing material for the Constitutional Court of Digital Literature. The development of this podcast resulted in two examples of lecture materials that have been packaged in podcasts which are very possible to continue to be developed at the next opportunity according to the syllabus and lesson plans that have been prepared.*

Keywords: multihost podcast, Digital Literature, media

1. Preliminary

In education, digital technology has been developed in learning that can present learning material contextually, audio, and visually in an interesting and interactive way (Umam, 2013). One of the technologies that are being favored or widely used by the millennial generation is podcasts. The use of podcasts or in Indonesian referred to as *siniar* has touched the world of education, namely as a learning medium. Podcasts can be used as learning media because they are easier to access, use, and understand by students. Podcasts are widely used to provide flexible learning tools. The use of podcasts allows the discussion of a material or book to be easier and familiar among today's people.

Podcasts as a digital audio innovation have a fairly popular position throughout the world, they can be listened to online through applications such as Spotify, Anchor, Google Podcast, I podcast and so on (Phillips, 2017). Podcast listeners can access audio directly from their smartphone or laptop online. Podcasts can also be pre-downloaded so they can be listened to when the user is in off-line mode. The existence of podcasts is very close to the millennial generation. Reporting from medcom.id, Indonesia has the most podcast listeners in Southeast Asia. This is reflected in the increasing trend of podcast consumption, especially during the pandemic.

Podcasts have varied content, ranging from education, entertainment, technology, sports, lifestyle, business, and so on. There are thousands of topics that can be heard on podcasts, users can choose according to the topics of

interest. Podcasts can be listened to through a variety of applications. Currently, the application that is trending and has the most users among various applications in Indonesia is Spotify. The Spotify platform offers various conveniences in listening to digital audio, and can be accessed for free or paid. Users love podcasts on Spotify because the audio can be heard when opening other applications.

Podcasts have become an application that is widely used to get the desired information (Rane, 2018). Podcasts have been piloted in a study by Copley (2007) which showed that more students downloaded material for study. Podcasts make students know an overview of the material to be discussed more easily and quickly so that students are better prepared to discuss the existing material. Podcasts also allow students to hear inspirational stories so that students are more motivated in lectures and develop their abilities.

In the current situation of the Covid-19 pandemic that is sweeping the world, the use of podcasts as a learning medium can be a solution. This is because some educational activities are temporarily carried out through the digital world. The use of podcasts in the current pandemic situation is not too difficult because many students have previously used podcasts to download learning materials.

Podcasts as a result of technology are very helpful for lecturers in carrying out lectures, especially for things that cannot be reached in carrying out online lectures. Lecturers use media in conducting lectures so that this

podcast can be called a learning medium. Podcasts as learning media are considered good if the message in the podcast is conveyed according to the purpose.

Digital Literature course is one of the courses in the Department of Indonesian Literature, State University of Malang. The demand for this course is quite a lot. Of the two classes with the capacity of each class 40 students are always full every year. This course contains materials related to the creation of Indonesian Literature in the digital era. Digital Literature courses will be interesting, fun, and enjoyed by students if the material is presented in the form of podcasts and uploaded through the Learning Management System (SIPEJAR) belonging to the State University of Malang.

So far, the material in lectures is mostly delivered or presented in the form of theories and long descriptions in the form of text. This way of presentation makes students sit down more to read and listen to the material, so by using podcasts students can understand the lecture material by listening. Thus, when listening or listening, students can do other things. This is in accordance with the characteristics of the millennial generation who are multitasking. This research will develop MK Digital Literature material in the form of an episodic podcast according to the number of meetings and in accordance with the applicable curriculum.

There are previous studies that discuss the use of podcasts as learning media. First, the research conducted by Moulidya Dinda Ayu Suparno in 2020 from the State University of Surabaya with the title German Language Learning Materials for Listening Skills Through Podcast Media. The results of this study are that there are 8 materials that can be used as German language learning materials for listening skills that can be included in podcasts.

Second, the research that supports this research activity is the Development of Podcast-Based Audio Media for Storytelling Subjects for Class X English Language Engineering Department of Smk Krian 1 Sidoarjo conducted by Jainul Dedi Abidin and Widodo in 2018 at the State University of Surabaya. In this study, podcasts were used in English storytelling. The results of the study found that the use of podcasts was effective in learning activities. This can be seen from the increase in student scores after using podcasts as a learning medium.

Third, Atiqah Nurul Asri from the State Polytechnic of Malang in 2017 conducted a research entitled The Application of Digital Storytelling in Learning English in the Informatics Management Study Program. The result of this research is that the application of digital storytelling in teaching English in the Informatics Management Study Program has been carried out well. The ability of students to increase in the field of Information Technology. In addition, the ability of students also increased when making presentations in addition to speaking skills and vocabulary mastery.

Based on observations, so far there are no articles that specifically discuss the use of podcasts as teaching materials in Digital Literature courses. Thus the researchers made a new breakthrough by conducting a study entitled "Development of Multi Host Podcasts as Teaching Materials in Digital Literature Courses".

2. Research Methods

This study aims to develop Digital Literature lecture media in the form of a multi-host podcast. Thus the development model of Borg and Gall (1983) is considered appropriate because Borg and Gall's research is designed to develop educational products, such as curriculum, syllabus, textbooks (textbooks), learning media, modules, assessment instruments, and others. The development procedure carried out is as follows. The first is to conduct a theoretical study which includes: (a) examining podcasts, (b) studying the curriculum of the Indonesian Literature Department and its supporting tools (syllabus and lesson plans), (c) studying reference sources related to the conceptual-theoretical information of the Digital Literature Court.

Secondly, conducting a needs analysis, namely (1) observing the characteristics of millennial students by considering the psychological conditions and interests of students, and (2) the characteristics of online lectures. The third is compiling a draft of MK Digital Literature material, namely developing discussion topics that have been validated through needs analysis into the syllabus and teaching materials. Things to consider in the preparation of this draft are (a) systematics or organization, (b) duration of delivery, (c) components of the material for the Digital Literature Court, and (d) relevant forms of training or assignments.

Fourth is the expert test to obtain input on the advantages and disadvantages of the podcast material for the Digital Literature Court that was compiled. There were two experts who were asked for input related to the existence of the Digital Literature Constitutional Court material podcast, namely an expert in the multimedia field and an expert in the field of literary learning. The fifth step is revision 1 by identifying inputs from experts, then these inputs are used as reference material to improve the podcast draft of the Digital Literature Constitutional Court material. The input can be related to the systematics, approach to preparation, substance, or podcast recording of MK Digital Literature material. The sixth step is a limited field test by soliciting opinions and input from parties directly related to the Digital Literature Court.

The seventh step is revision 2 which is carried out based on input, suggestions, and improvements from the results of the field test. The process of revision 2 is also no different from revision 1. Furthermore, from revision 2, the final product in the form of podcasts of the Digital Literature Court is prepared.

Data and Data Sources

The data in this study are quantitative and qualitative data. Quantitative data is obtained from the results of expert test assessments and field tests, while qualitative data is related to the results of online lecture observations and input or advice from experts. Data related to the development of podcasts for Digital Literature courses is more focused on the feasibility level of material topics, presentation systematics, language difficulty level, content, duration, as well as those related to podcast recordings. The data sources in this study were experts, students taking Digital Literature courses, and relevant documents, namely Digital Literature course materials.

Data Collection Instruments and Techniques

The development of this podcast uses a human instrument (Bogdan and Biklen, 1982), meaning that it is the researcher who collects data, presents data, reduces data, organizes data, interprets data, and concludes research results. Data collection instruments were in the form of observation sheets used to record lecture activities and record activities during limited field tests, questionnaires from expert assessment sheets, and interview guides to explore input from experts and users.

Data Analysis Technique

Exploration of podcast material uses a content analysis technique adapted from Krippendorff (1980) which includes (a) raw observation (reading carefully and thoroughly the material for the Digital Literature Constitutional Court), (b) determining units (unitization). In this case the researcher separates the data into parts that can then be analyzed, (c) determine the data to be analyzed (sampling), (d) make notes (recording) on the data that has been determined to be analyzed, (e) reduce the data, and (f) making inferences (finding the intent contained in the data, namely the material for the Constitutional Court of Digital Literature).

Qualitative data obtained from the results of observations, interviews, and input that is narrative in nature is taken by the following steps. First, Identification: an effort to identify data both from input from experts, users, and observations that are relevant to the research problem. The data in question can come from the results of questionnaires, interviews, and observations. Second, data grouping. The data grouping is done in the form of grouping the analyzed data based on the research objectives. Data related to development procedures are grouped into separate domains that are not mixed with data related to podcasts containing material for the Constitutional Court of Digital Literature and product feasibility. Third, the presentation and explanation of data related to data exposure that has been grouped and at the same time the data is explained in the form of a logical, objective, and systematic narrative. Fourth, Conclusion. This stage is the stage of determining the profile and feasibility of the product in the form of a podcast containing material for the Constitutional Court of Digital Literature. Meanwhile, quantitative data were analyzed by

calculating the average score obtained through a questionnaire which was the assessment of experts and users.

3. Result

Product development is based on the demands of the world of higher education and the demands of the development of the world of literature. Multimedia experts and material experts agree that: (1) determining the type of product to be developed is one of the solutions to existing problems, (2) the type of product developed can contribute and meet the needs of the world of education, (3) product development is the right solution to solve problems, (4) developed products can improve the efficiency and effectiveness of lectures, (5) product development within the reach of researchers' capabilities in terms of energy, cost, and time; and (6) the types of products produced can be widely used in student life.

Literature learning experts say that the product developed is feasible to be implemented in literary learning. The expert team agreed that the developed product had adequate structure and components. In this case, the resulting product has been described in the form of a structure containing different components and structures from existing podcasts.

Based on the review of aspects of learning competence and indicators of learning outcomes, the expert team agreed that the learning competencies and indicators of learning outcomes formulated were appropriate to be used as part of the learning resources developed. The supporting documents for learning tools have included: (1) competency standards to be achieved, (2) standard formulation competencies that reflect academic achievement of literary learning content/materials, (3) basic competencies at each meeting that can support the achievement of competency standards, (5) learning outcomes indicators at each meeting that are formulated operationally, and (6) formulation of learning outcomes indicators that can support the achievement of basic competencies.

Based on the aspect of the material components, multimedia experts and literary learning experts said that the structure of the learning materials prepared was suitable for use in digital literature lectures. This is based on: (1) the composition of the material is appropriate to support the achievement of basic competencies, (2) the order of the material is in accordance with the achievement of the formulated competence, (3) the material is in accordance with the time allocation, and (4) all materials support the achievement of competency standards. However, the material that has been developed needs to be improved in several parts.

Revised Podcast Product Developed

Based on the results of expert reviews, it can be seen that the resulting product is declared worthy as a good podcast and is used freely or as a podcast that can be used as a learning resource in digital literature lectures. However,

experts provide suggestions for improvement in the form of qualitative data for improvement so that podcast products can be even better.

The related suggestions are as follows. (1) It should be emphasized that the resulting product can be useful for students taking Digital Literature courses as the main users. (2) The characteristics of student competencies need to be sharpened in implementing the product. (3) It is necessary to clarify the difference between the product and existing similar products. (4) It is necessary to consider the time allocation related to the use of the product as a learning resource.

Based on the advice from the expert team, improvements were made as described below. First,. (1) It should be emphasized that the resulting product can be useful for students taking Digital Literature courses as the main users. (2) The characteristics of student competencies need to be sharpened in implementing the product. (3) It is necessary to clarify the difference between the product and existing similar products. (4) It is necessary to consider the time allocation related to the use of the product as a learning resource.

Dissemination of Digital Literature lecture material podcasts is carried out in Digital Literature lecture classes for Indonesian Literature Department students odd semester 2021. Podcasts that have been prepared based on the syllabus and lesson plans are also used as lecture material so that they are adjusted to the lecture schedule. Podcasts are embedded in sipejar and listened to during online lectures. Podcasts embedded in Sipejar can be listened to anywhere and anytime, not only during lecture hours. Sipejar is a learning management system as part of the academic service of the State University of Malang which integrates an online and offline learning academic information system. Sipejar serves learning and training for students, lecturers, and education staff. During the pandemic, academic services use sipejar more.

The results of student responses related to this podcast are categorized as quite high and satisfied even though there are still problems with the signal and gadget features that do not fully support the application of material with large memory. In addition, satisfaction in using podcasts is also reflected in the characteristics of the current generation of millennial students who are close to technological developments. They participate in any activities that can support learning and education, one of which is podcasts because learning is considered current, easy, practical and can be repeated to better understand the material.

4. Final Product Review

After going through a refinement process based on input from media experts and literature learning experts as well as the entire participant team or research group members, as a product, this Digital Literature lecture material podcast can be studied as follows. As a product, this podcast has the advantage that this podcast in the form of voice recordings is easily accessible anytime and

anywhere without cost and can be played repeatedly as needed.

Digital Literature Podcast as a lecture media has several advantages, namely (1) having a clear presentation of material in accordance with the syllabus and lesson plans so that the material does not spread to other topics, (2) using academic language that is easy to understand and doesn't use too many words.-difficult words, (3) the recorded voice is clear and not too many other sounds that interfere, and (4) easy access for those who need it.

The Digital Literature podcast product as a learning medium was stated by the participant team to fulfill the aspect of clarity of basic competencies and goals. In accordance with the items of the instrument used, these results indicate that the learning tools developed have included competencies and learning objectives that must be achieved by students and are formulated in a simple, operational manner and use communicative language. The participant team's comments said that the formulation of learning objectives listed on the learning tools could increase motivation in achieving them; shows clear stages towards the achievement of competence, and can be predicted or known before learning is carried out, and the learning instructions contained in the device are easy to learn.

A good perception was also given by the participant team to the aspect of ease of understanding the material in communicative language so that it is easy to learn and easy to implement. The participant team, in this case the students, gained new knowledge after listening to the MK Sastra Digital podcast. There are only a few students who experience problems related to internet connection. Constraints related to this internet connection hinder the process. Opinions on the aspect of the breadth and depth of the material indicate that students feel that the materials contained in the MK Digital Sastra podcast developed are not too difficult but also not too easy and within the reach of students' abilities. Thus, students give a positive response to the aspect of breadth and depth of the material.

Opinions on the aspect of presentation accuracy were also well perceived by the participant team who said that the material was presented in stages from easy to more difficult, from simple to more complicated. The participant team said that the presentation of the material had been done systematically so that it was easy to understand, attracted interest and attention and reflected the close relationship between the materials.

Another finding from this research is that the participant team views that the Digital Literature lectures that have been carried out have provided a high level of flexibility. Students feel that by using this model, learning activities are more fun than without using the MK Sastra Digital podcast. Digital Literature Lectures are more enjoyable when using the MK Digital Sastra podcast because when listening to the MK Digital Sastra podcast, students can relax as if they were not studying. Unconsciously, the positive values contained in the MK Sastra Digital podcast are internalized in the minds of students.

The MK Digital Literature Podcast was developed to meet academic standards until the right formula was obtained. The exact formula is based on exploring various theories. Starting from media theory. That the media can be used as a learning resource in a lesson.

Basically the MK Sastra Digital Podcast has aspects of goals, challenges, and competitions that are also owned by a study. Thus, if there is a learning approach to behaviorism, cognitivism, and constructivism. In an MK Sastra Digital Podcast there are certain instructions and simulations that allow users to use them properly.

The MK Digital Literature Podcast as a learning medium has a distinctive learning model. It is called distinctive because of the lecture method, pattern of material development, evaluation, and examples developed specifically for the MK Digital Literature Podcast. The lecture model developed based on the Digital Literature Court Podcast is adjusted between the Digital Literature Court Podcast material and the target group. Joyce & Weil (1996) mention that the learning model is a design that has been programmed through visual media to help visualize the messages contained in it to achieve learning objectives as a guide in carrying out learning activities. Reigeluth (2009) argues that: "Instructional models are merely a set of strategy components; it is a complete method with all of its parts (elementary components) described in detail. An instructional models usually an integrated set of strategy component has better (for desired outcomes) than any other set under given conditions." Thus the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve learning objectives.

5. Closing

Development of multihost podcasts for Digital Literature course material through a series of processes to be used in real lectures in class. Student responses showed high enthusiasm with this podcast. Thus, it can be concluded that the development of the MK Sastra Digital podcast is in accordance with the objectives and can be widely accepted in lectures. This product can be used as a medium for lectures for the following reasons. First, the product content can be accounted for academically and conceptually. With learning resources that can be accounted for academically and conceptually, the process and direction of lectures can be accounted for and can be used to develop literary skills. In addition, this Digital Sastra MK podcast can also provide new colors and insights about learning literature and can be more fun. Second, this product is adequate to develop literary skills according to the student's ability level because the components of the selected lecture material can be exploited to develop literary skills. Third, this product is able to grow enthusiasm / passion for learning and strengthen students' memories which will later determine the success of the learning process and results.

To the lecturers of literature learning courses, it is recommended to provide opportunities for students and use this product so that lectures are more varied. This

varied use of media is important in learning because no one media is perfect, each media has a different contribution in facilitating student personality development.

This Digital Literature Podcast is intended primarily for students, although it is possible that other literary observers can also benefit from it. Seeing the many benefits that can be obtained from this product, in the next research, it is recommended to develop similar products for other themes or courses. In further research, it is recommended to develop similar products by developing the widest possible material. Literature learning requires a variety of learning models. Therefore, it is necessary to develop a variety of similar product models.

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