Developing A Podcast Production Guidebook for Communication and Islamic Broadcasting Students

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Abstract

Podcasting, both audio and video (vodcast), is an effective tool to enhance students' skills in the field of communication. The Communication and Islamic Broadcasting Study Program (KPI) at Hasyim Asy'ari University (Unhasy) Tebuireng, Jombang, integrates podcast production into its curriculum to prepare students for the challenges of the Industry 4.0 and Society 5.0 era. Although the students have produced over 100 podcasts, the quality is still suboptimal, particularly in communication, sound stability, visual quality, and audience engagement. This research aims to develop a podcast production guidebook using the ADDIE model for KPI students at Unhasy. The results demonstrated that the instructional guidebook received validation from subject matter experts with a commendable score of 93% and from media experts with a score of 92%. Furthermore, when it was tested on the students, the guidebook yielded a feasibility rating of 82%. Those results indicate that the guidebook is highly feasible, signifying a high level of practicality and applicability. Although some aspects need improvement, such as adding practical materials, simplifying technical instructions, and focusing on the creative aspects of podcasting, this guidebook has helped improve podcast production quality and served as a key learning reference.

Keywords: *Podcast Production Guidebook, ADDIE Model, Podcast Learning and Education.*

Abstrak

Podcasting, baik audio maupun video (vodcast), merupakan alat yang efektif untuk meningkatkan keterampilan mahasiswa dalam bidang komunikasi. Program Studi Komunikasi dan Penyiaran Islam (KPI) di Universitas Hasyim Asy'ari Tebuireng Jombang mengintegrasikan produksi podcast dalam kurikulumnya untuk mempersiapkan mahasiswa menghadapi tantangan era Industri 4.0 dan Society 5.0. Meskipun telah diproduksi lebih dari 100 podcast oleh mahasiswa, kualitasnya masih kurang optimal, terutama dalam aspek komunikasi, kestabilan suara, kualitas visual, dan keterlibatan audiens. Penelitian ini bertujuan untuk mengembangkan buku panduan produksi podcast dengan menggunakan model ADDIE untuk mahasiswa KPI Unhasy. Hasil penelitian

menunjukkan bahwa panduan ini telah divalidasi oleh ahli materi (93%) dan ahli media (92%), serta diuji coba dengan mahasiswa yang memberikan nilai kelayakan sebesar 82%, yang berarti sangat layak. Beberapa aspek yang perlu diperbaiki, seperti penambahan materi praktik, penyederhanaan instruksi teknis, dan fokus pada aspek kreatif podcasting. Namun, secara keseluruhan, panduan ini sangat berguna untuk meningkatkan kualitas produksi podcast dan dapat menjadi referensi utama dalam pembelajaran.

Kata Kunci: Panduan Produksi Podcast, Model ADDIE, Pembelajaran dan Pendidikan Podcast.

INTRODUCTION

The trend of podcasting, both audio and video, has increased significantly, making it an effective medium for improving students' skills (Reiman, 2021). According to the Global Web Index data, Indonesia ranks second in the world for the largest number of audio and audiovisual podcast listeners in the third quarter of 2021, and its growth has continued to increase ever since (Kemenparekraf, 2023). Podcasts are popular as sources of information (Imarshan, 2021), education, and entertainment with a variety of topics (Aufderheide et al., 2020; Lavircana et al., 2020). Entertainment content is the most favored at 70 percent, followed by lifestyle at 60 percent, technology at 57.17 percent, education at 37.40 percent, and business at 32.50 percent, while only 1.06 percent prefer other topics (Karunianingsih, 2023). The popularity of podcasts impacts profitability and serves as a branding medium for exposure purposes (Kim et al., 2016).

In addition to branding needs and profit-oriented promotions, podcasts are also utilized in the field of education (Aufderheide et al., 2020). In schools, podcasts are applied to enhance language skills (Phillips, 2017) and listening comprehension (Qizi, 2022), serving as a learning medium (Lestari & Fatonah, 2021). In higher education, podcasts are applied for practical production of communication content for the audience (Zapata, 2020), honing soft skills, innovative teaching, and public speaking practice (Kusmaryani et al., 2024; Therina, 2023). The complex process of podcast production offers an alternative for developing students' skills in higher education, including management skills, public speaking abilities, video shooting techniques, editing, and Search Engine Optimization (SEO) strategies (Moody & Bates, 2013).

Podcast production is typically carried out by students in the field of Communication, including the Communication and Islamic Broadcasting or *Komunikasi dan Penyiaran Islam* (KPI) program. Herdiana (1970) states that KPI is one of the study programs with a mission and purpose to reorient the transformation of Islamic values amid social life (Putri et al., 2024). Building Communication and Islamic Broadcasting must focus on human resources and skills quality. KPI

students need to possess two types of competencies, academic and practical, that meet current job requirements and support the development of graduate skills according to the latest demands in the ever-changing digital work environment (Zamroni, 2015).

The Communication and Islamic Broadcasting (KPI) program at Hayim Asy'ari University Tebuireng, Jombang, is oriented toward producing graduates who can contribute in the era of Industry 4.0, Society 5.0, and Cyberspace, including becoming Islamic broadcasters, Islamic content creators, and Islamic social media influencers (Masruroh et al., 2023). One of the steps taken to achieve this goal is introducing a new course, namely the Planning and Production of Podcast Programs or *Perencanaan dan Produksi Program Podcast* (P4). This course aims to provide profound knowledge about the concepts, strategies, and techniques involved in the planning and production of podcast programs (Masruroh et al., 2023). Students will practice various creative and technical aspects of creating audio-visual content, engaging in different stages of the podcast production process, including content planning, filming and audio recording, editing processes, and podcast distribution and promotion.

Based on the practical results of the KPI Unhasy students, more than 100 podcasts have been uploaded to the YouTube channel. However, only a few of these works reach good quality, especially regarding effective host communication in guiding the podcast, stability during filming and sound recording, editing quality, and significant engagement levels. Most others are still not optimal.

The podcast production course is relatively new in the learning process within the KPI Unhasy program. This course is an extension of the previous course, Planning and Production of Radio Programs. Although the radio course remains relevant as one of the internship options for students in the *Merdeka Belajar-Kampus Merdeka* (MBKM) program, challenges appeared. On the one hand, radio remains an important internship medium; on the other hand, it is increasingly viewed as outdated and replaced by various internet-based media (Gogali & Tsabit, 2020). Several studies show that Generation Z rarely listens to radio anymore and has even moved away from it (Galán-Arribas et al., 2022; Nicolaou et al., 2024). This is supported by our observation, which revealed that only a few (not more than five in KPI Unhasy students) claimed to have ever listened to the radio, and that was only when their parents or grandparents turned it on. Conversely, they prefer more popular media today, such as YouTube, Instagram, TikTok, and podcasts.

Experience is crucial in learning as it provides a vision and builds imagination that leads to practice (Lavado-Anguera et al., 2024; Wrenn & Wrenn, 2009). The absence of experience can make the learning process ineffective. Therefore, the P4 course is held in the KPI Unhasy program to address this need. However, because this course is still relatively new, its implementation has

several obstacles, such as the lack of adequate studios and supportive equipment and the need for improved learning execution. According to one lecturer teaching the P4 course, several main issues are faced in the course's implementation. Students generally lack sufficient experience and are just beginning to learn, while lecturers are still adjusting to this course. Lecturers tend to give easy instructions to avoid overwhelming students, following the principle of combining ideas with direct practice. As a result, many students merely fulfil course assignments without a stronger motivation to achieve optimal results. Additionally, lecturers have not set higher and clearer standards in learning, resulting in a suboptimal learning process.

This situation indicates that further development is still needed to ensure that this course can run more effectively and provide optimal results for students. Challenges such as the lack of experience from both students and lecturers, lecturers' tendency to give easy instructions to avoid burdening students, and the lack of higher standards in learning need to be addressed promptly. Thus, the learning process in this course can be maximized to meet the expected educational goals.

To achieve this, a guide is needed to serve as a reference in the podcast production process for students. A guide is a document containing information, procedures, and instructions helpful in carrying out an action, activity, or process (Purwanto, 2018; Rehman & Liaqat, 2024). From a communication perspective, a guide is needed as a medium consisting of instruments, techniques, or methods to convey messages. An effective message delivery process must be conducted properly to avoid communication failures (Zuwirna, 2016).

A handbook is one type of teaching material that contains information and instructions organized systematically and structured. This book assists students (learners) or users in understanding and applying specific material or concepts (Purwanto, 2018). In an educational context, a handbook can be utilized by both students and teachers to aid the teaching and learning process (Langlais & Ulmer, 1996). The material in the handbook is presented in clear and easily understandable language, often supplemented with images, diagrams, and illustrations to facilitate the understanding of the concepts being taught. Handbooks are typically adjusted to users' difficulty levels and needs, thereby helping to address problems or difficulties in learning (Langlais & Ulmer, 1996).

The Guidebook for learning materials typically includes systematic explanations of concepts, theories, and methods, often supplemented with examples, illustrations, and exercises (Purwanto, 2018). The guidebook is educational and informative, designed to help users develop understanding and skills in a particular field.

While guidebooks serve as essential learning materials, specific research on developing a podcast production guidebook based on R&D studies remains limited. Several podcast guides are

currently available, such as *Panduan Produksi Podcast*, developed by the Educational Technology Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University (Mangkurat, 2022), and the *Buku Panduan Podcast: Langkah demi Langkah* by Enha (Enha, 2024). These guides are not research-based but serve as e-modules or experience-based notes on podcast production.

Several studies on podcasts as learning media have been conducted. Rahmadan et al. (2020) developed podcast-based learning media to enhance students' speaking skills in Indonesian language learning at SMK Telkom Banjarbaru. The results showed an improvement in students' speaking skills in the "Moderate" category, indicating that podcasts can be an effective medium for honing students' speaking abilities. Putri (2024) researched the development of podcast-based learning media using the Spotify application to enhance students' digital literacy in the Earth and Space Science course. Using the ADDIE model, the study concluded that podcast learning media is highly feasible for improving digital literacy. Furthermore, Hutabarat (2020) applied a qualitative descriptive approach to investigate the potential of podcasts as a supporting tool for digital-based learning activities. Using the diffusion of innovation theory, this research concluded that podcasts offer numerous benefits, particularly in improving students' listening skills.

From these studies, none have focused on developing a podcast production guidebook based on development research using the ADDIE model. Existing literature is more centered on developing podcasts as learning media or exploring the potential of podcasts to support specific skills. Therefore, this study aims to fill this gap by providing an empirically based and scientifically validated guidebook. This research aims to develop a podcast production guidebook based on development research using the ADDIE model, which consists of six stages: Analysis, Design, Development, Implementation, and Evaluation. This guidebook was validated by subject matter experts and media experts and tested on the Communication and Islamic Broadcasting Program students at Hasyim Asy'ari University Tebuireng, Jombang. The main contribution of this research is the creation of a more measurable guidebook, validated through testing, that can improve the quality of podcast production, especially in terms of communication quality, audio stability, visual quality, editing quality, and engagement levels.

METHOD

This study employs the Research and Development (R&D) approach, utilizing the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) (Mariani et al., 2024; Sugiyono, 2020). Development research involves data analysis techniques, which are divided into two categories, qualitative and quantitative data analysis (Waruwu, 2024). Qualitative data

includes results from literature studies, interviews, and feedback from experts, practitioners, and users. Meanwhile, quantitative data consists of scores from expert and practitioner evaluations and experimental results from product effectiveness tests (Slamet, 2022). This study uses both quantitative and qualitative data analysis approaches. The quantitative data analysis uses descriptive statistics on the results of the Likert-scale questionnaires administered to the students. The data obtained is processed to describe the level of understanding and evaluation of the guidebook and to assess its effectiveness in supporting the learning process.

The study informants consist of material experts, media experts, and students. The material experts are lecturers with expertise in podcasting and the development of instructional guidebooks, while the media experts are lecturers specialized in media production and content creation. Additionally, students from the Communication and Islamic Broadcasting program are involved. This study employs a purposive sampling technique, selecting subjects based on specific criteria related to their experience and relevance to the research topic (Sugiyono, 2020). The research subjects include two experts and twenty-one students.

The purposive sampling criteria in this case are as follows: (1) Muhammad Abror Rosyidin, as the material expert, is a lecturer of Islamic Religious Education at Hasyim Asy'ari University (Unhasy) and an active podcaster on *Tebuireng Official* and *Suara Tebuireng*. His dual role as an academic and podcast practitioner qualifies him to evaluate the guidebook, particularly regarding the clarity of systematic explanations of concepts, theories, and methods. The guidebook also includes various examples, illustrations, and exercises that require theoretical and practical validation. (2) Munawara, the media expert, is experienced as an editor and media observer. She is qualified to assess the technical aspects of podcast production processes, including the application of methods and practices relevant to industry needs.

Additionally, the study involves twenty-one students who have prior experience in podcast production and are currently enrolled in the course Podcast Program Planning and Production (P4). As the guidebook's end-users, the students will evaluate their understanding of its content and provide feedback on its practicality and effectiveness in supporting their learning process.

In the context of R&D research, the selection of experts and students is designed to meet the stages of initial product validation and limited trials. Input from the experts will be utilized to improve the structure and content of the guidebook. At the same time, data from the students will provide both quantitative and qualitative feedback regarding the guidebook's effectiveness and comprehensibility.

As mentioned, data analysis in R&D also includes quantitative data obtained from the instruments used. The instruments used in this study include questionnaires, interviews, and

observations. Questionnaires are utilized to measure the quality of the guidebook based on assessments from both experts and students. These questionnaires use a 1 to 5 Likert scale to gauge satisfaction and effectiveness. Interviews are conducted to obtain in-depth feedback from experts and students regarding the content and presentation of the guidebook. Additionally, observations are performed during the trial process to note interactions and any difficulties faced by the students when using the guidebook.

Furthermore, the data analysis is performed to evaluate the feasibility of the printed guidebook on podcast production, designed using a five-point Likert scale to assess responses. The categories and corresponding scores are as follows:

Table 1. Likert Scale Category

Category	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Source: (Sugiyono, 2020)

The scores collected from the questionnaires will be converted into product feasibility categories to assess the viability of the developed podcast production guidebook. To determine the percentage of product feasibility, the following formula is applied:

$$\text{Percentage of Feasibility} = \left(\frac{\text{Total Score}}{\text{Maximum Score}} \right) \times 100$$

Based on the calculated scores, product feasibility is classified according to the categories outlined by Arikunto (2021) as follows:

Table 2. Feasibility Category

Feasibility Category	Percentage (%)
Very Feasible	81 - 100
Feasible	61 - 80
Moderately Feasible	41 - 60
Not Feasible	21 - 40
Very Not Feasible	0 - 20

Source: (Arikunto, 2021)

Through the scoring calculations and the insights obtained from interviews, this study aims to gauge students' responses in the Communication and Islamic Broadcasting Program regarding the use of the podcast production guidebook.

Meanwhile, According to Slamet (2020), in qualitative data analysis, researchers aim to describe and interpret the data obtained from acceptability assessment instruments as it is (Slamet,

2022). In this study, qualitative data is obtained from interviews with material experts, media specialists, and observations of students during the guidebook trial. This analysis aims to understand participants' experiences and perceptions regarding the guidebook, including its effectiveness in supporting the learning and podcast production process. Through this approach, the researcher will describe and interpret the data to uncover deeper meanings and gain richer insights into the strengths and weaknesses of the guidebook.

These quantitative and qualitative data analysis processes aim to provide a holistic picture of the guidebook's effectiveness and practicality in assisting students in podcast production. Findings from the qualitative data analysis are expected to enrich the quantitative findings and vice versa, with the quantitative findings providing a more structured understanding of the participants' perceptions of the guidebook.

RESULT AND DISCUSSION

The product developed in this study is a podcast production guidebook for the Communication and Islamic Broadcasting study program students at Hasyim Asy'ari University. The development process of this guidebook was conducted using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, the researchers identified the needs and existing issues (Mansur & Rafiudin, 2020). Next, the researchers designed the research methodology and the guidebook concept in the Design stage. In the Development stage, the researchers created the content and prototype of the guidebook. Then, in the Implementation stage, the guidebook was tested and practiced with students. Finally, in the Evaluation stage, the researchers collected feedback to assess the feasibility and effectiveness of the developed guidebook.

1. Analysis Results

In the initial phase of development, the analysis includes two aspects:

    a. Analysis of Students' Needs and Characteristics

        The analysis regarding learning in the Communication and Islamic Broadcasting study program at Hasyim Asy'ari University indicates that the P4 course is relatively new and an extension of the previous course, Planning and Production of Radio Programs. Although the radio course remains relevant as one of the MBKM programs, some challenges appeared. Observations and interviews with students and lecturers reveal that students are more enthusiastic about producing podcasts than radio broadcasting. This is due to the fact that students born between 2000 and 2004 (Generation Z) have little exposure to the world of

radio broadcasting. The lack of this experience can make the learning process ineffective. Thus, the P4 course was established to meet this need. However, its implementation still faces several obstacles, such as the lack of adequate studios and supporting equipment, and the instructions given by lecturers tend to be simplistic. This results in students merely fulfilling course assignments without the enthusiasm to achieve optimal outcomes. Therefore, developing a guide for podcast production is expected to serve as a practical reference for students and improve the quality of learning. Specifically, the issues faced in developing the podcast production course in the KPI Unhasy study program are as follows.

Table 3. Identification of Issues in the Development of Podcast Production Guidelines at KPI Unhasy

No.	Issues	Description
1	Quality of Student Podcasts	Although KPI Unhasy students have produced over 100 podcasts, only a few achieve good quality, particularly in terms of host communication, audio and video capture stability, editing quality, and engagement levels.
2	Relevance of the Course	The Planning and Production of Podcast Programs course is an extension of the Planning and Production of Radio Programs course; however, the relevance of the radio course is starting to be questioned as Gen Z students prefer internet-based media.
3	Lack of Experience among Students and Lecturers	Students are generally just beginning to learn about podcasting and lack experience. Lecturers are also still adjusting to this course, resulting in a less-than-optimal learning process.
4	Less Challenging Learning Instructions	Lecturers tend to provide easy instructions to avoid overloading students; however, this results in students merely fulfilling course assignments without the motivation to achieve optimal results.
5	Limited Facilities and Equipment	The implementation of this course still faces challenges in terms of facilities, such as the lack of adequate studios and supporting equipment.
6	Absence of Learning Guidelines	There is currently no comprehensive guide available to serve as a reference for students in the podcast production process, which is needed to enhance the quality and effectiveness of learning.

The analysis results also indicate that the quality of the produced podcasts is not yet optimal. This includes the quality of communication, which encompasses clarity, organization, and structure of the host's communication; audio stability, which covers consistency and stability of sound throughout the podcast; visual quality, which involves visual aspects such as lighting, framing, and image quality; editing quality, which includes audio editing and overall production; and engagement levels, which measure how well the podcast captures attention and encourages interaction from listeners. Below are some examples of produced podcasts that have been assessed as suboptimal.

Table 4: Samples of Student Audio-Visual Podcasts on YouTube that are Rated as Suboptimal

No	Podcast Title	Host, KPI Student	Communication Quality	Audio Stability	Editing Quality	Visual Quality	Engagement Level
1	Eksis menjadi Jurnalis di usia muda, emang bisa???	Dewi Nafisah	Poor	Unclear	Bad	Low	Low
2	Masih Jaman Toxic Relationship?	Diva Widya	Poor	Unclear	Bad	Low	Low
3	Berbagi Pengalaman Intensive Camp di Prodi B.Inggris Unhasy	Dwina Agustina	Poor	Unclear	Bad	Low	Low
4	Produktif dan inovatif saat sibuk kuliah + mondok? Emang bisaa???	Ummy Fadhilah	Poor	Unclear	Bad	Low	Low
5	Usia Belia Bukan Penghalang untuk membuat Suatu Karya, Rafly si anak pantomime	Fajar M Husein	Poor	Unclear	Bad	Low	Low
6	Peran Perempuan dan Problematika nya - Apa aja siiiiii ??	Ai Nursyamsiah	Fair	Unclear	Bad	Low	Low
7	Kuliah sambil ngajar, emang bisa ?	Dinda Tarisya	Poor	Unclear	Bad	Low	Low
8	Seniman muda! Memotivasi anak muda untuk terus berkarya.	Yui Fujikristanti	Poor	Unclear	Bad	Low	Low
9	Ruang Cerita Menuju Puncak	Muhammad Nizam	Poor	Unclear	Bad	Low	Low
10	Life Balance Mahasantri: Kuliah, Mondok, Organisasi	Arifah Qolbiyah	Poor	Unclear	Bad	Low	Low

The table above presents the quality assessment of 10 out of 100 KPI Unhasy student podcasts published on YouTube. It covers several key evaluated aspects, including the host's communication quality, audio stability, editing quality, visual quality, and audience engagement levels. Generally, these podcasts show several shortcomings, particularly in communication, with unclear audio stability and low-quality editing and visuals. This suggests that most podcast productions are still below the expected standard, with low engagement levels, although there are slight improvements in certain episodes.

b. Competency Analysis

The competency analysis relates to the competencies that should be achieved in the P4 course. These competencies must support the established graduate profile and contribute to achieving the expected learning outcomes. The graduate profile of the KPI study program includes the ability to become professionals in the fields of communication and broadcasting, both in conventional media (such as radio) and digital media (such as podcasts). As stated in the KPI Unhasy curriculum document, "KPI UNHASY aims to prepare graduates who can contribute in the era of Industry 4.0, Society 5.0, and Cyberspace, including Islamic

broadcasters, Islamic content creators, and Islamic social media influencers (Masruroh et al., 2023)." Therefore, the competencies that need to be developed are technical and communication skills relevant to modern media trends.

The achievement of the graduate profile is related to the Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) that have been formulated and established in the P4 course as follows:

Table 5. PLO for the Planning and Production of Podcast Programs

Program Learning Outcomes (PLO) Charged to the Course	
PLO1(A17)	Demonstrate a responsible attitude towards work in the field of communication and Islamic broadcasting independently
PLO2 (K9)	Mastering knowledge in the fields of broadcasting, public speaking, Islamic broadcast media programmer, public relations, MC, protocol, agenda planning and design, media policy advocacy, information literacy, information publication through advertising both in print, electronic and online media
PLO3 (GS1)	Able to utilize information and communication technology for the development of knowledge and work abilities
PLO4 (PS8)	Able to compile programs, design and develop Islamic broadcasting communication media based on advances in information and communication technology

Table 6. CLO for the Planning and Production of Podcast Programs

Course Learning Outcome (CLO)	
CLO 1	Students are skilled at applying the basics of podcast planning and production, including history, developments, and key elements that influence the quality of podcast content. (C3, P4, A4)
CLO 2	Students are able to creatively find and conceptualize podcast ideas or themes that are relevant, interesting and in line with trends and audience needs, taking into account cultural aspects, social, and developing technology (C4, P4, A4).
CLO 3	Students are skilled in operating podcast equipment, recording and implementing audio editing techniques to produce quality podcast content (C3, P4, A4).
CLO 4	Students are able to produce complete podcast episodes by applying the entire process production starting from planning, recording, editing, to publication (C4, P4, A4).
CLO 5	Students demonstrate a professional, ethical and responsible attitude in the production process and podcast publication, as well as being able to critically evaluate and improve content (C4, P4, A4).

From the compiled PLO and CLO tables, a gap analysis was conducted between the reality of the students' podcast production results and the standards set in the PLO and CLO. This analysis aims to identify the differences between the expected competencies and the obtained results, serving as a basis for improvements and the development of the design process in the ADDIE model.

Table 7. Analysis of the Gap Between the Reality of Student Podcast Production Results and the Standards Set in the PLO and CLO

Aspect	Gap

Communication Quality	Most podcasts demonstrate poor communication quality, with many episodes rated as insufficient. This contradicts PLO2, which emphasizes mastery of knowledge in the field of communication.
Voice Stability	The voice stability in podcast production is often unclear. This indicates students' lack of technical understanding regarding the importance of audio aspects in production, which relates to CLO 3.
Editing Quality	The editing quality of most podcasts is still considered poor. This reflects a gap between the expectations of PLO4, which requires students to be able to arrange and develop communication media, and the editing practices carried out.
Visual Quality	The low visual quality of podcasts indicates that students do not integrate visual elements that support their audio content. This is related to PLO2, which includes knowledge of media and design.
Engagement Level	The low engagement levels in all podcasts indicate that students have not been able to create content that is appealing to the audience, which is an important aspect of PLO1 and CLO 2.

The findings from this gap analysis will serve as a basis for the Design process, which focuses on designing learning processes and activities that support the achievement of quality podcast production goals. This stage involves strategic planning to ensure that students understand each step they need to take, from concept development to production execution. The design process also aims to create an effective learning experience where students can develop the technical and communication skills necessary for podcast production.

A good learning design will include components such as setting clear objectives, structuring the material, providing technical guidance, and activity-based instructions. In this context, students are not only taught the technical aspects of production but are also encouraged to hone their creativity and ability to manage projects independently. The results of this structured design will help students understand the overall podcast production process while providing clear directions for achieving the expected quality in communication, voice stability, visual quality, and engagement levels.

2. Design Results

In the design stage of the ADDIE model, the primary focus is to organize components that support the learning process and the production of high-quality podcasts. The design outcomes in this research include the formulation of objectives, materials, technical guidelines, and instructions compiled into a guidebook aimed at facilitating students in understanding and applying the required skills. Additionally, the guide's development seeks to provide clear and structured directions in the podcast production process, enabling students to achieve the expected learning outcomes while improving

communication quality, voice stability, editing quality, visual quality, and engagement level. This guidebook is divided into three sections: Part 1 covers the origins and development of podcasts, Part 2 focuses on podcasts and podcast production, and Part 3 provides reviews of popular podcasts on platforms such as YouTube and Spotify. This three-part structure ensures a comprehensive learning experience, from understanding concepts and mastering technical skills to conducting critical analyses, enabling students to learn and create effectively.

3. Development Results

In the development phase of this research, several activities have been carried out to formulate and compile an effective podcast production guidebook that meets the needs of students in the KPI Study Program at Unhasy. These activities include preparing the guidebook content, which follows international standards, including guidelines from UNESCO regarding the size and layout of educational books. This guidebook is designed to be easily accessible, understandable, and usable by students for producing podcasts.
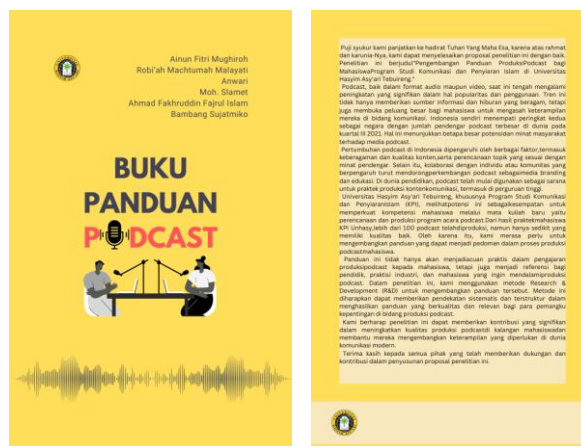

Figure 1. Cover of Guidebook

The guidebook has a standard size of 15 cm x 23 cm, with specifications of bookpaper with a weight of 80-100 gsm, a total of approximately 300-350 pages, using Cambria font size 11 pt, and a single-column layout. Broadly, this book is divided into three main sections: 1) The Origins and Development of Podcasts, 2) Podcast and Podcast Production, which provides step-by-step guidance in the production process, and 3) Podcast Reviews, which discusses popular podcasts. Each chapter is equipped with case study examples, practical tips, infographics, and enrichment questions at the end to help students assess their understanding of the material.

a. Expert Validation of Material and Media

After developing the podcast production guidebook, the next step is to conduct validation. This validation aims to assess the feasibility of the compiled guidebook. Several validators carried out the validation process, including one lecturer from the Communication and Islamic Broadcasting Study Program at Unhasy and one from the Islamic Education Study Program at Unhasy. In addition to being lecturers, both are media practitioners who manage a YouTube account, in which one of its contents is a podcast. The instrument test for the material expert was administered to the lecturer, Muhammad Abror Rosyidin, M.Pd.I., while Munawara, M.I.Kom., conducted the media expert validation test. After the experts deemed the product feasible, the guidebook was tested on the students. The validation process results were used as a basis for revising the guidebook.

1) Validation by Material Expert

The material validation of this guidebook was conducted by a lecturer from the Islamic Education Study Program at Unhasy, who has expertise in teaching and producing podcast content. The material validation was completed by filling out a questionnaire using a Likert scale with 22 statements rated from 1 to 5. The validation results from the material expert indicate that the podcast production guide is highly adequate for Islamic communication and broadcasting students. The guide received a total score of 102 out of 110, resulting in a feasibility percentage of 93%. The key strengths include its alignment with the applicable PLO-CLO and expected competencies, both scoring a perfect 5, and the clarity and accuracy of the information presented. While the depth of basic concepts was rated adequate, the discussion on production techniques received a slightly lower score, suggesting room for further elaboration. The guide also performed well in promoting interactivity and practical application, encouraging student engagement and exploration. Overall, these results affirm the guidebook's effectiveness as a valuable educational resource, with expert feedback providing insights and improvements.

2) Validation by Media Expert

The media validation for this guidebook was conducted by a lecturer from the Communication and Islamic Broadcasting Program at Unhasy, who possesses expertise in teaching and podcast content production. The

validation involved completing a questionnaire using a Likert scale with 20 statements rated from 1 to 5. The results indicated a high feasibility level, with a total score of 92 out of a maximum of 100, translating to a feasibility percentage of 92%. The key aspects assessed included layout and design, visual quality, audience appropriateness, clarity and readability, functionality and effectiveness, as well as content quality and completeness. The validation results revealed that the layout adhered to media design principles and met students' needs, with clear and relevant illustrations that supported learning. Furthermore, the media was deemed effective in facilitating the learning process and aligned with established learning objectives. Overall, the guidebook was evaluated positively, affirming its suitability as a valuable resource for students in understanding podcast production.

4. Implementation Results

   a. The Implementation of The Podcast Production Guidebook

   Implementing the podcast production guidebook in student learning activities followed a structured approach. Facilitators first mastered the guidebook and tools to assist students during production effectively. Students utilized the guidebook as their primary reference while creating their podcasts, with facilitators providing support for technical and creative challenges. As a result, students produced 18 podcast titles, published on the Broadcast KPI Unhasy YouTube channel, covering various topics and production qualities. This approach allowed students to apply learned theories and develop their creativity and technical skills, making the learning experience practical.

Figure 2. The Testing Process of the Guidebook through Podcast Production

b. Feasibility Assessment and User Feedback

The product trial was conducted to assess the responses and feasibility of the developed product from users. The method applied for data collection involved a questionnaire designed by the researcher. A total of 20 statements were formulated, which were scored using a Likert scale with intervals of 1 to 5. The users of this product are 21 seventh-semester students from the KPI Study Program at Unhasy. The maximum score is 110. The students' responses can be seen in the following table:

Table 8. Student Responses

No	Aspect	Max Score	Total Score	Feasibility Percentage	Feasibility Category
1	Ease of Use	100	90	0.82%	Very Feasible
2	Layout	100	93	0.85%	Very Feasible
3	Clarity of Text and Images	100	87	0.79%	Feasible
4	Color and Appearance Suitability	100	84	0.76%	Feasible
5	Ease of Navigation	100	88	0.80%	Very Feasible
6	Size and Readability of Text	100	85	0.77%	Feasible
7	Accessibility in Various Lighting Conditions	100	87	0.79%	Feasible
8	Ability to Assist Independent Understanding	100	91	0.83%	Very Feasible
9	Language Simplicity	100	95	0.86%	Very Feasible
10	Clarity of Instructions	100	93	0.85%	Very Feasible
11	Vocabulary Alignment with Context	100	93	0.85%	Very Feasible
12	Learning Motivation	100	92	0.84%	Very Feasible
13	Material Relevance	100	96	0.87%	Very Feasible
14	Enhancing Understanding	100	96	0.87%	Very Feasible
15	Facilitating Practice	100	97	0.88%	Very Feasible
16	Illustration Support	100	88	0.80%	Very Feasible
17	User Comfort	100	89	0.81%	Very Feasible
18	Readability on Device Screens	100	85	0.77%	Feasible
19	Boosting Confidence	100	91	0.83%	Very Feasible
20	Encouragement to Be Creative	100	92	0.84%	Very Feasible
	Final Average	20	90.6	0.82%	Very Feasible

Based on the analysis of the 20 aspects of the podcast production guidebook's feasibility, the overall assessment indicates that this guide is very suitable for students in the KPI Study Program. Most aspects received highly positive ratings, especially regarding ease of use, layout, language simplicity, material relevance, and learning motivation. The overall average score of 0.82%

demonstrates that this guide meets the criteria for aiding students in independent podcast production learning.

Notably, the aspects of material relevance and language simplicity achieved high scores of 0.87% and 0.86% respectively, reflecting that the guide's content aligns well with learning needs and is presented in easily understandable language. Additionally, the aspect of facilitating practice garnered the highest score of 0.88%, indicating that the guide is highly effective in supporting students' podcast production practice.

However, some aspects, although still categorized as feasible, require further enhancement, such as the clarity of text and images and readability on device screens, which received scores of 0.79% and 0.77%. Users expressed that certain sections could be improved for better clarity and accessibility across different screen conditions.

In conclusion, this guidebook is highly effective in facilitating self-learning, providing motivation, and enhancing students' understanding and confidence in podcast production. It also encourages students to be more creative in exploring podcast production. With minor improvements to the visual and accessibility aspects, this guidebook can be even more optimal in supporting the learning process.

c. Revision of the Guidebook

Subject matter experts praised the quality of this guidebook as a learning tool for students in front of the camera as public speakers and podcasters. However, they suggested several revisions: First, the themes presented in the guide should be explored in greater depth to ensure that students better understand the essential aspects of podcast production. Second, adding more varied illustrations would help clarify the material, making it more engaging and easier for students to comprehend. This variation in illustrations would support visual learning and enhance the overall appeal of the guidebook. Overall, while the experts deemed the guidebook very good and suitable to be used, further refinement in themes and illustration variety would optimize it in supporting students' learning.

Media experts provided positive feedback regarding the clarity of language and the effectiveness of the guidebook in aiding students' understanding of podcast production. However, they offered several suggestions for improvement: First, the

text within the images needs to be clarified, as some sections are not legible. Utilizing colored text may enhance visibility and make the book more appealing. Second, it is recommended that the guidebook not only serve classroom learning but also be made more popular and accessible to the general public interested in learning about podcast production, benefiting non-academic audiences as well. Third, adding examples of common mistakes and corrections in podcast production would enable students to understand the typical pitfalls to avoid and learn how to produce effectively. Practical examples would complement the theoretical content and enrich the students' learning experience. The media experts believe this guidebook is beneficial and appropriate as a learning resource, especially in an academic context. With the suggested revisions, the guidebook is expected to assist students in producing podcasts effectively.

d. Final Review of the Guidebook

This podcast production guidebook is designed as a practice-based learning media for students in the Communication and Islamic Broadcasting Program at Unhasy. It integrates theory and practice with an interactive approach supported by images, illustrations, and relevant examples. The guide aims to facilitate students' independent and formal classroom learning, focusing on public communication skills and podcast production.

Based on evaluations from several experts and trials by students, this guidebook is feasible for use as a learning media. The assessment results from various parties are as follows:

1. Assessment by Media Experts

Media experts evaluated that this guidebook significantly assists students in understanding podcast production independently. They also suggested clarifying some texts within images and using color variations in the text to capture readers' attention. They concluded that this guidebook is very suitable as a learning media.

2. Assessment by Subject Matter Experts

Subject matter experts rated the guidebook as very good overall but suggested delving deeper into the themes presented and adding illustration variations. The final assessment indicated that this guidebook is appropriate for student learning.

3. Feasibility Testing by Students

Results from the feasibility testing conducted with students indicate that this guidebook is very suitable. Students found it easy to navigate, with a clear layout and navigation, and it

effectively assisted them in understanding podcast production materials. The average score from student testing shows a high level of feasibility.

This study has several limitations that should be acknowledged. First, the sample limitations arise from the trial of the guidebook being conducted solely within the scope of students in the Communication and Islamic Broadcasting Program at Unhasy, which restricts the generalizability of the results to a broader demographic. Additionally, there are content limitations, as some themes in the guidebook could benefit from further development, and additional illustrations may be necessary to enhance students' visual understanding. Finally, time limitations played a role, as the guidebook was tested over a relatively short period, which hampers the ability to conduct a long-term analysis of its impact on students' podcast production skills.

The development of the podcast production guidebook stems from the gap between the learning outcomes (PLO) set by the study program and the actual field practice of KPI students. Based on observations, the quality of podcast production by students was previously inadequate, particularly in areas such as communication quality, sound stability, editing quality, visual quality, and audience engagement. This guidebook is created to address these challenges by providing comprehensive technical insights, including tips for becoming a good host, research tricks before hosting a podcast, and technical discussions on podcast production.

In part 2 of this podcast production guidebook, there are 16 technical topics discussed, ranging from determining the podcast format, setting up equipment, to metadata and podcast publication. These techniques are expected to serve as insights that students can implement in podcast production with the guidance of lecturers as facilitators. During the implementation stage, students produced 18 podcast episodes, reflecting varying communication and production qualities. Most podcasts show smooth communication with clear messages, though some still face challenges such as overly long monologues or awkward pauses during discussions.

Most sound stability is consistent, although issues like improper microphone placement occurred. In terms of editing, many podcasts feature smooth transitions with good editing techniques, but some episodes still have technical issues, such as rough transitions or inappropriate segment durations. Visual quality varies, with some episodes featuring good lighting and setups while others neglect visual details. Audience engagement also varies; episodes with attractive visuals and good interaction show high views and comments, while less engaging episodes experience low interaction.

Student feedback on the guidebook indicates that it is very suitable for use, with an average score of 82%. However, several challenges were encountered, one of which is the difference in technical skill levels among students. Students with a stronger background in technology tend to

adopt the material more quickly, while students with limited experience find it difficult to follow complex technical instructions. Another challenge is the lack of motivation to be creative, such as finding high-engagement sources or those with valuable content. Creativity in choosing podcast locations also becomes a barrier, with many students lacking innovation and only utilizing the available studio. To address this, lecturers provided further mentoring, suggesting potential sources or conducting live simulations of location selection for podcasts, guided directly by lecturers.

From the perspective of content experts, the guidebook is considered a comprehensive tool to guide students in producing podcasts. Muhammad Abror Rosyidin, a content expert, emphasized the importance of clear and simple explanations in the guidebook, especially for students engaging in podcast production for the first time. Meanwhile, Munawara, a media expert, highlighted the importance of focusing the content more on the technical aspects of podcast production, such as equipment setup and sound editing.

The findings of this study suggest that the developed podcast production guidebook has great potential to improve students' podcast production skills. The guidebook can help students overcome key weaknesses in understanding podcast production techniques, but there is room for refinement to better suit students' varying skill levels. Therefore, several recommendations for improvement include: (a) Adding Practical Material: Providing more practical exercises and case studies to allow students to apply theory in real-life situations. (b) Simplifying Technical Instructions: Reducing the use of complex technical terminology or providing additional, simpler explanations for students with limited technical backgrounds. (c) Focusing on the Creative Aspects of Podcasting: Placing more emphasis on the creative elements of podcasting, such as scriptwriting, setup selection, and developing engaging concepts for the audience.

To strengthen the findings and recommendations, comparing the developed podcast production guidebook with existing podcast guides is important. This comparison will help to understand the novelty of the developed guidebook. Therefore, a comparison was made with several existing podcast production guidebooks. *The Podcast Production Guidebook* developed by Lambung Mangkurat University is an e-module based on experience that presents systematic steps for podcast production (Mangkurat, 2022). However, this guide lacks research-based insights and pays little attention to creative exploration. Furthermore, Enha's (2024) *Podcast Guidebook: Step by Step* provides practical guidance that is easy to follow but does not fully accommodate the needs of students with varying skill levels, especially in technical and creative aspects.

Richard Harrington's *Producing Video Podcast: A Guide for Media Professionals* offers a comprehensive guide for video podcast production with a professional approach (Harrington et al.,

2012). This book covers the entire production process, from pre-production to promotion, but its high technical level makes it less suitable for students who are just learning. On the other hand, *Podcast Solutions: The Complete Guide to Podcasting* by Michael W. Geoghegan and Dan Klass emphasizes flexibility and creativity in podcasting, motivating the exploration of various ideas, but it focuses more on creative individuals than structured learning within formal education contexts (Geoghegan & Klass, 2006). Meanwhile, Sue Bradford Edwards' *Making Podcasts* integrates the history of podcasting, technical needs, and marketing strategies, distinguishing between professional and independent podcasts (Edwards, 2024). However, this book tends to serve as a general reference without a practical approach designed specifically for students.

Based on this comparison, the novelty of the podcast production guidebook developed in this study lies in its research-based approach that accommodates the needs of formal education. This guidebook stands out by integrating creative elements, such as scriptwriting and developing engaging concepts, with simplified technical instructions to bridge the skill gap among students. With a more inclusive and practical approach, this guidebook is not only relevant for learning but also enriches the existing literature in the field of podcast production.

CONCLUSION

The conclusion of the development of this podcast production guidebook shows that it has been very well structured to support the learning of students in the Communication and Islamic Broadcasting Study Program at Hasyim Asy'ari University. Based on validation by content and media experts, the guidebook is considered highly feasible for use. The content validation shows a feasibility percentage of 93%, while the media validation received a feasibility score of 92%. These results indicate that the guidebook effectively provides relevant information that is easy for students to understand.

The trial results with students showed an average feasibility score of 82%, with the most prominent aspects being ease of use, layout suitability, simplicity of language, material relevance, and motivation for learning. Most of these aspects were rated as "very feasible", with feasibility percentages above 80%, demonstrating that this guidebook is highly effective in supporting independent student learning in podcast production.

However, some aspects need improvement, such as the clarity of text and images and readability on device screens, which received slightly lower scores. Overall, this guidebook is very useful in facilitating students' understanding of podcast production and can serve as a primary reference in learning. Improvement recommendations include delving deeper into the existing themes and adding a variety of illustrations to enrich students' visual understanding. Suggestions

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for improving text readability in images and including examples of common mistakes in podcast production would also enhance the guidebook. With slight improvements in visual elements and accessibility, this guidebook is expected to be more optimal in supporting student learning. It may even be accessible to the general public interested in podcast production.

ACKNOWLEDGEMENTS

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