

## Development and Management Model of Podcast Media Evaluation in Improving Reading Skills

Ahmad Zarkasyi <sup>1</sup>

zarkazee@gmail.com

**Abstract:** This article describes the development and management model of podcast media evaluation in improving reading skills at the Miftahul Ulum Islamic Boarding School in Lumajang Regency. This study uses a qualitative approach with a case study approach. Data collection uses in-depth interviews, participatory observation, and documentation. Data analysis uses the stages of data condensation, data presentation, and concluding. The results of the study indicate that the development and management model of podcast media evaluation for learning in improving the ability to read books without punctuation at the Miftahul Ulum Islamic Boarding School is assisted by expert assessors of material media and subject teachers related to aspects of planning, presentation, language, and language material.

**Keywords:** Evaluation management, podcast media, learning, reading skills

**Abstrak:** Artikel ini mendeskripsikan tentang model pengembangan dan manajemen evaluasi media podcast dalam meningkatkan keterampilan membaca kitab di pondok pesantren miftahul ulum kabupaten Lumajang. Penelitian ini menggunakan pendekatan kualitatif dengan pendekatan studi kasus. Pengumpulan data menggunakan wawancara mendalam, observasi partisipatif dan dokumentasi. Analisis data menggunakan tahapan kondensasi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa model pengembangan dan manajemen evaluasi media podcast for for learning dalam meningkatkan kemampuan membaca kitab tanpa tanda baca di Pondok Pesantren Miftahul Ulum yaitu dibantu oleh penilai ahli materi & media serta guru mata pelajaran, terkait aspek perencanaan, penyajian, kebahasaan, dan materi bahasa.

**Kata Kunci:** Manajemen evaluasi, media podcast, learning, keterampilan membaca.

### Introduction

Islamic boarding schools, as institutions that focus on religious sciences, such as nahwu, sharaf, tafsir, hadith, tauhid, and tasawuf, still reference classical literature (Mardinah, 2023). This literature generally uses Arabic, not syakal (punctuation or lines), and does not even use periods and commas. This is what is often known as the

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<sup>1</sup> STAI Miftahul Ulum Lumajang

Yellow Book (Aziz, Budiyanti, Ahmad, & Suhartini, 2021). Seeing the urgency of mastering reading books without punctuation in Islamic boarding schools, teachers need innovation in developing their learning media, because learning must be presented correctly to achieve the learning objectives. In order to provide enthusiasm and desire for students to learn (Febrian & Yulia, 2024).

In addition, using Podcasts for learning audio media on Spotify will make students' listening skills more sensitive to messages delivered in audio form (Hendrisab & Samsurizal, 2022). Podcasts are audio recordings that can be listened to by the public via internet media worldwide. They are easy to obtain because podcasts are now widely distributed on various media platforms close to the community, making it easier for someone to access them (Saputra & Warisno, 2023).

While previous studies explored podcasts in general learning contexts, showing Setiawan's research shows that audio podcasts can be used as an effective and efficient learning resource and podcasts are one way to accelerate understanding in learning a foreign language (Setiawan & Wahyuni, 2024). Several previous studies focused on the audio podcast learning model for mastering the reading of yellow books; researchers offer gap research, and the innovation offered in this study is a classical evaluation model in coaching the reading of yellow books for students at the Miftahul Ulum Islamic Boarding School, Lumajang Regency (Observation, January 2024). Therefore, the competence of reading books using Podcasts for learning will make students more interested and easier to understand learning materials by playing them repeatedly in the application (Gunawan & Damayanti, 2023).

The selection of podcasts as audio learning media is because audio files are considered more minor, saving bandwidth and relatively small storage capacity compared to other learning media. In addition, audio podcasts downloaded and stored on mobile phones/smartphones can be played anywhere, anytime. They can even be enjoyed while doing other activities and have various other advantages for free (Ainun, Munir, & Tahir, 2023).

However, the development of podcast learning must also consider learning objectives, characteristics of learning materials, characteristics of students, and conditions of facilities and infrastructure so that it is easier for students to understand learning materials when the learning process takes place (Hanum, Niah, & Pahmi,

2023). The application of the suitable learning model by the procedure, namely by considering learning objectives, characteristics of learning materials, characteristics of students, and conditions of facilities and infrastructure that can make it easier for students to understand learning materials, makes students interested, happy, joyful and not bored (Datin Hulliyany, 2024).

One of the Islamic boarding schools that has succeeded in implementing podcast media in mastering the reading of yellow books is the Miftahul Ulum Islamic Boarding School, Lumajang Regency, which is located on Jalan Raya Banyuputih Kidul, Kec. Jatiroto, Lumajang Regency, East Java 67355.

Islamic boarding school This Islamic boarding school is a boarding school that provides its students with the opportunity to choose various enjoyable learning media so that every graduate is guaranteed to master the reading of yellow book literacy. The teachers at the Miftahul Ulum Islamic Boarding School emphasize to all students to be able to master Arabic language materials with a more modern media approach, namely podcasts for learning, in order to accelerate the improvement of the ability to read yellow books (Field observation, February 3, 2024).

In addition, the success of improving the ability to read books, according to the statement of the deputy head of the curriculum field, is assisted by periodic evaluations of the content, material, and perceptions of students in the use of podcasts for learning so that it is easier for students to read Arabic writing because they are used to practicing reading Arabic writing.

Students in their final year or final year have an oral exam in reading books without harakat in front of the examiners directly, along with their explanations; this exam is also a requirement for class promotion. Mastery of reading books without punctuation is a mandatory program for students who want to study at the Miftahul Ulum Lumajang Islamic boarding school (Interview, teaching teacher, February 3, 2024)

## **Research Method**

The type of research used is qualitative research with a case study approach in a natural, holistic, and in-depth setting (Rio & Lucy, 2024). In other words, researchers explore a particular phenomenon (case) in a time and activity (program, event, process, institution, or social group) and collect information in detail and depth using various

data collection procedures during a specific period (Mtisi, 2022). This research was conducted from January 19 to February 19, 2024. The purpose of this study was to determine and describe the evaluation management of podcasts for learning media in improving reading skills at the Miftahul Ulum Islamic Boarding School, Lumajang Regency, located at Jalan Raya Banyuputih Kidul, Kec. Jatiroto, Lumajang Regency, East Java 67355.

Data collection techniques were carried out using in-depth interviews, participatory observations, documentation studies of teachers' notes during the learning process, and the evaluation management model developed (Risfandini, 2023). Researchers interviewed teachers and the teaching media they had used to implement podcasts to improve reading skills. The interviews were related to the challenges, opportunities, and hopes for the evaluation management of podcasts for learning media (Djafar, 2021). Researchers need to understand the case from the outside and inside as a complete and detailed entity. That is why one of the data collection techniques is through in-depth interviews.

After the interview and observation data are obtained, the researcher collects as much literature or reading materials as possible in the form of journals, scientific magazines, previous research results, books, magazines, and newspapers related to the case to find out what materials might be taught and then provide several possibilities to be inserted into the teaching and learning process such as audio-video recordings that are displayed well on YouTube and well documented by teachers and students (Saldana, 2019).

The data that has been collected needs to be refined by reading all the data by referring to the formulation of the problem proposed. After the data is considered perfect, the researcher processes and analyzes the data with the first stage, namely data condensation, namely the analysis of checking the accuracy of the data, compiling data, coding or marking, and categorizing it into parts based on specific groupings so that a finding is obtained regarding the formulation of the problem proposed (Richey, 2015). This stage is carried out to facilitate the analysis stage, and the data presentation stage (data display) is carried out by organizing data into a particular form. Thus, data presentation is carried out to read the data comprehensively. During rewriting, the

researcher interprets or analyzes the research question, which aims to analyze case study data by explaining the case in question (Maxwell, 2015).

## Result and Discussion

### Podcast Development as a Learning Media for Books Without Punctuation Through Spotify

#### a. Installing the Spotify podcast for learning application on Playstore

The first step is to download the Spotify application on the Playstore, then log in with a Gmail email in the column provided, or it can be linked to a Facebook account if you have one, then click OK/Agree. Then, get a verification box on your Gmail; if you pass it, you can send a unique code of eight numbers; after confirming that you are the podcast owner, click the next sign.



Figure 1. Spotify Application on Playstore

The Spotify link feed will request data such as title, category, language, artwork, and others related to the uploaded Spotify, as shown below. The podcast material that is listened to can be adjusted to the material needed, proven in research to improve Arabic language skills because students are more intentional and focused on listening to the material they need (Anderson & Yurtsever, 2024).

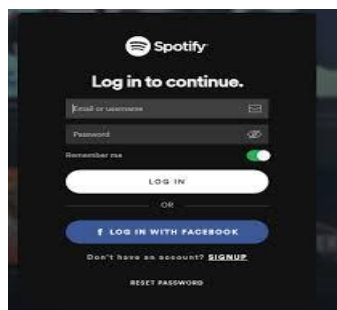


Figure 2. Log-in to Spotify Application

After selecting the main category, you can add 2 other sub-categories; if your discussion covers many topics, you can select additional categories; after filling in all of

them, please click next. This layout becomes a template on each media display page. In addition, the layout needs to be adjusted to the existing material (Moreno, 2024)



Figure 3. Sub-menu to Spotify Application

Next, students are asked to check the information written previously carefully because if there is an error, then the podcast is not registered on the Spotify platform. You can immediately press the send button; if so, Spotify officially accepts the podcast. Spotify will respond a few hours later to activate your information and podcast; if it is active, then your podcast will appear on the Spotify page platform.

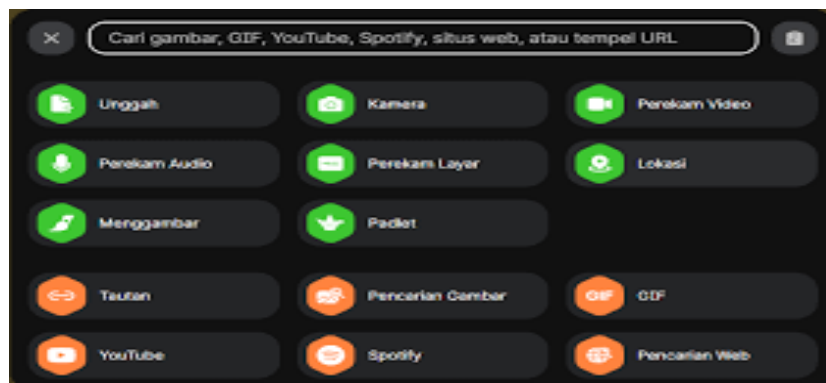


Figure 4. Sub-menu to Spotify Application

b. Analysis of learning outcomes and material indicators

Utilization of the Analysis conducted in this study was to identify what materials students chose to listen to via podcasts. The most widely chosen materials will later be included in the learning media by preparing supporting materials from the lecturer or person in charge of the material, as well as preparing pre-test and post-test questions for each student to be later used to see the effectiveness of using this media in terms of learning outcomes.

The next stage is design. The design of this media is carried out in several stages, namely: (1) determining the name of the podcast media used for learning. The name of the podcast media should be taken from something familiar and easy to mention to make it easy for students to remember. For example, the podcast's name can be adjusted to the material that will be listened to via the podcast. (2) creating a media display layout. This layout becomes a template on each media display page. In addition, the layout needs to be adjusted to the existing material (Moreno, 2024)

The podcast media development process consists of several stages, namely: (1) the Pre-production stage, this stage includes determining the name, designing the podcast, creating a logo, designing the appearance, and determining the material to be included in the podcast (2) Production stage, on hold. This is the work of designing the logo, layout and also the images in the podcast. In addition, audio recording is also done. The material is selected by analyzing the concept that has been prepared. After the audio material is finished, the audio is inserted into the finished podcast media; (3) the review stage, a podcast media containing audio material trial is carried out. The podcast material that is listened to can be adjusted to the material needed, proven in research to improve Arabic language skills because students are more intentional and focused on listening to the material they need (Anderson & Yurtsever, 2024).

After that, they can also practice it. The use of podcasts also positively impacts increasing students' online learning motivation. Students can quickly get learning materials and can repeat them. The ease of obtaining materials and satisfactory results motivate students to use podcasts as online learning media. In several studies, podcasts can improve learning outcomes and increase students' motivation and practical skills.

### **Podcast for Learning Evaluation Model in Improving Reading Skills of Books Without Punctuation**

In this stage, the researcher describes the data collection results on evaluating the selection of methods, media, and materials in the previous stage. In addition to the previous stage's results, the researcher also conducted a brief evaluation of students regarding their responses to the podcast media used during the learning process of books without punctuation.

The measurement and assessment of the media carried out by experts (material and media) and subject teachers were divided by researchers into four aspects: the

planning aspect, media presentation, language aspect, and material aspect delivered in the media. The following is a table of media assessment results related to the four aspects assessed.

a. Product Assessment Based on Material Experts

The assessment activities of learning media based on Podcast for Learning carried out by material experts include four aspects, namely media planning, media presentation, language, and material delivery. The aspects assessed by material experts have covered aspects that must be assessed based on the theory of (Børte & Lillejord, 2024). The material experts who assessed media based on Podcast for Learning are experts in the field of vowel and consonant symbols based on Uwes Anis Chaeruman's theory regarding the criteria for the learning media assessment team.

Based on the results of the assessment of material experts, it can be concluded that:

- 1) In the aspect of planning learning media based on Podcast for Learning, it obtained a perfect score, so in terms of planning the learning media developed, it is included in the "Very Good" category.
- 2) In the aspect of the presentation of learning media based on Podcast for Learning, it obtained a perfect score. Hence, in terms of presentation, the learning media developed is included in the "Very Good" category.
- 3) In terms of language, learning media based on Podcast for Learning obtained a perfect score, so in terms of language, the learning media developed is included in the "Very Good" category.
- 4) Regarding the material presented, the learning media Podcast for Learning obtained a perfect score, so in terms of planning, the learning media developed is included in the "Very Good" category.

Material experts gave no notes or comments regarding the media that had been developed, so no improvements were made by researchers based on the results of the material expert assessment. If the average assessment given by material experts is calculated, the value obtained is included in the "very good" category and is suitable for use in the learning process.



b. Product Evaluation Based on Media Experts

The assessment carried out by media experts on Podcast for Learning-based learning media includes four aspects, namely planning, presentation, language, and material aspects in the media that has been developed. The aspects assessed by media experts have covered aspects that must be assessed based on McAlpine's theory. Media experts who assess Podcast for Learning-based media are experts in the field of learning media based on (Pourhejazy & Isaksen, 2024) theory regarding the criteria for the learning media assessment team. Based on the assessment results given by media experts, it can be concluded that:

- 1) The planning aspect of Podcasts for Learning-based learning media obtained a score of four out of an ideal score of five. Regarding the planning aspect, the developed learning media is included in the "Very Good" category.
- 2) In terms of presentation, Podcast for Learning-based learning media obtained a score of four out of an ideal score of five, so in terms of presentation, the developed learning media is included in the "Very Good" category.
- 3) In terms of language, Podcast for Learning-based learning media obtained a score of four out of an ideal score of five, so in terms of language, the developed learning media is included in the "Very Good" category.
- 4) Regarding the material delivered, the Podcast for Learning learning media received a score of four out of an ideal score of five. Regarding the planning aspect, the developed learning media is included in the "Very Good" category.

The assessment results given by media experts on the learning media that have been developed generally get an average score that falls into the "Good" category. So, the researcher concluded that the Podcast for Learning-based learning media is suitable for use in the learning process.

c. Product Assessment Based on Teachers

After the assessment is carried out by material and media experts, the following assessment is given by subject teachers. Three class teachers will provide their assessment of the media that has been developed. The assessment given by subject teachers covers four aspects, namely the planning, presentation, language, and material aspects of the media that has been developed. The aspects assessed by subject

teachers have covered the aspects that must be assessed based on (Tarmawan, 2021) theory. Subject teachers who assess Podcasts for Learning-based media are experts in the field of learning design based on Uwes Anis Chaeruman's theory regarding the criteria for the learning media assessment team.

Based on the results of the assessment of the three subject teachers, it can be concluded that:

- 1) Regarding planning, Podcast for Learning-based learning media received a perfect score from the three subject teachers. Regarding the planning aspect, the developed learning media is included in the "Very Good" category.
- 2) In terms of presentation, Podcast for Learning-based learning media received a perfect score from the three subject teachers, so in terms of presentation, the developed learning media is included in the "Very Good" category.
- 3) Regarding language, the Podcast for Learning-based learning media received a score of four out of an ideal score of five given by teacher 1 on one of the indicators. In contrast, teacher 2 gave a perfect score, and teacher 4 gave a score of 4 on two indicators. Based on these results, the learning media developed is still included in the "Very Good" category in terms of the presentation aspect.
- 4) Regarding the material delivered, the Podcast for Learning learning media received a perfect score from the three subject teachers. Hence, the learning media developed is included in the "Very Good" category regarding the planning aspect.

Based on the assessment results that have been given, the average score obtained by the Podcast for Learning-based learning media is included in the "Very Good" category. Subject teachers gave Several notes in the assessment results but still needed to become notes for improvement. The notes were more about providing bills or assignments that had yet to appear, and there were several unclear voices. Even with these notes, the subject teachers still appreciated the media that had been developed.

## **Conclusion**

Based on the assessment results by users, namely students, regarding media presentation, language, and material aspects. The results show that the Podcast for Learning-based media is included in the "Very Good" category. So that the acquisition

of this value indicates that the Podcast for Learning-based media can be used by users (Students) as a learning medium to help the learning process; the final findings of the research that has been carried out are that the Podcast for Learning-based learning media is expected to be able to provide additional knowledge and provide solutions related to learning problems experienced by students during the learning process, both face-to-face learning. It is also hoped that the development of this learning media can increase students' interest in learning and analytical skills in reading book skills.

Based on the assessment results, the podcast for learning media development model is by installing the application and registering a Spotify for Podcasters account. Enter the RSS feed link. Verify podcast ownership. Enter podcast information details. To upload a podcast to Spotify, it must meet several requirements, including audio files in MP3 format with a bitrate of 96–320 kbps. Cover images in PNG, JPEG, or TIFF format with a 1:1 ratio. RSS feeds have a title, cover image, and relevant details for at least 1 episode. Episode titles are no more than 20 characters. Episode duration is no more than 200 MB

Media evaluation management carried out by material and media experts and subject teachers related to planning, presentation, language, and material aspects. In general, the results of the media assessment given by experts and subject teachers fall into the category of "Very Good" learning media. These results indicate that Podcasts for Learning-based learning media are suitable for improving the ability to read reference books without punctuation.

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