



From Listeners to Creators: The Potential of Podcasts as a Revolutionary Media for Indonesian Language Learning in Islamic Universities

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Abstract

This research analyzes the perception and impact of using podcasts as a medium for learning Indonesian based on questionnaire data from 187 respondents at four Islamic universities in Riau. The research uses a quantitative descriptive method with a survey approach using purposive sampling techniques. The research results show a very high level of podcast adoption (98.4%) with a positive impact, especially on increasing listening ability (85%), vocabulary mastery (78%), and speaking motivation (91.7%). However, a gap was found between individual interest and institutional support, with 65% of institutions not yet having a podcast-specific policy. Correlation analysis revealed a significant relationship between listening frequency and increased language skills (45%), podcast language quality and speaking confidence (60%), and institutional support and interest in podcast production (3x higher). This research recommends the integration of podcasts in the curriculum, standardization of language quality, and strengthening institutional support to optimize the potential of podcasts in language learning.

Keywords: Educational Podcast, Indonesian Language Learning, Listening Skills, Digital Literacy, Innovative Learning Media

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INTRODUCTION

Learning Indonesian aims to develop good and correct language skills, both spoken and written (Ali, 2020). Students are expected to be able to use Indonesian effectively in formal communication, presentations and scientific work (Rangkuti et al., 2024). Good command of Indonesian improves critical thinking skills, conveying clear ideas, and the ability to understand and interpret texts (Fithriyah & Isma, 2024). This learning also instills character values and appreciation for Indonesian literary works (Nst et al., 2022). In addition, good language mastery contributes to the preservation of culture and national identity (Santoso et al., 2023). Students at tertiary institutions are required to study and strive to become fluent in Indonesian well, correctly and politely to form a cultural, civilized and dignified national personality (Yulistio, 2023). Good and correct mastery of Indonesian at among students is very important to support critical thinking skills, effective academic communication, and the preservation of national culture and identity.

However, the reality on the ground shows that there are still many students who face difficulties in using Indonesian, especially in academic and formal contexts. Research shows that students frequently use slang and code-switching in daily conversations,

affecting their ability to write in Indonesian standards (Dalimunthe et al., 2024; Apriani et al., 2024). Social media platforms such as Instagram and Tiktok contribute significantly to the spread of colloquial language among young people (Rozak et al., 2023). While some students can balance formal and informal language use, many struggle to apply correct Indonesian in academic settings (Puspitasari, 2024). Interestingly, a study at UPN "Veteran" East Java found that although 73.9% of students used slang to facilitate communication, they still recognized the importance of proper Indonesian (to learn anytime and anywhere (Syaifuddin & Prastyo, 2022).

The use of podcasts in second language learning has been proven to increase students' motivation and language skills, including listening, speaking, reading and writing skills (Amalia, 2021). In the context of Indonesian language learning, serial podcasts have been developed as learning media for academic purposes in the digital era, covering various linguistic aspects and language use in academic contexts (Nurachmana et al., 2024). The implementation of podcasts in public speaking courses also shows benefits in improving students' speaking skills, providing interesting learning experiences, and increasing self-confidence in public speaking (Anita et al., 2023). Using podcasts as a learning medium requires consideration of the curriculum, syllabus, and students' language ability level (Ruhaliah et al., 2022). By listening to conversations that are structured and based on linguistic rules, students can better understand the appropriate use of language in various communication contexts.

Several previous studies have discussed the benefits of using podcasts in language learning. A study conducted by Perayani & Rasna (2022) shows that podcasts can improve students' listening and speaking skills in Indonesian. Another study by Ali et al. (2024) found that students who Regularly listening to Indonesian language podcasts shows an increase in argumentation skills and more varied vocabulary selection. Podcasts have emerged as an effective and popular medium for language learning, offering flexibility and accessibility (M. Amalia, 2021). Additionally, the use of podcasts in second language education significantly improves listening and speaking skills compared to traditional methods (Primarian et al., 2021). The interactive nature of podcasts increases learning motivation, as students find them enjoyable and versatile (Farhan, 2022). Podcasts are especially useful in distance learning scenarios, providing an interesting alternative to conventional teaching methods (Aurelliana & Nugraha, 2022). However, educators must consider factors such as curriculum, syllabus, student language proficiency, and pedagogical design when implementing podcasts in language classrooms (Amalia, 2021). Effectiveness Podcasts as a learning tool also depend on the educator's speaking abilities and presentation skills (Aurelliana & Nugraha, 2022).

Research conducted by Ilana et al. (2021) shows that the use of podcasts in learning Indonesian can improve students' listening skills. They found that students who regularly listened to Indonesian language podcasts experienced improvements in understanding intonation, diction and sentence structure in academic communication. This is in line with research by Mendrofa et al. (2024) which states that students who are exposed to podcast content in standard language more easily develop speaking skills that are more structured and according to rules. In addition, research by Qura et al. (2022) examined the effectiveness of using podcasts as an Indonesian language learning medium in improving students' speaking skills. The research results show that students who use podcasts as a source of learning to be more confident in speaking because they have a pronunciation model and language structure that they can imitate. Students are also more accustomed to using formal language in academic presentations after listening to podcasts that use standard language.

Another study by Adely et al. (2024) studied how the use of podcasts in language learning can help students understand standard language structures. This research found that podcasts presented in an academic dialogue format can provide examples of using

language according to the rules, so that students can more easily understand and apply it in written and oral communication. By listening to discussions that use correct language, students can gradually correct their language errors.

International research by Fansury et al. (2021) in the context of English learning also shows similar findings. They found that students who use podcasts as a learning resource have better listening and speaking abilities compared to those who only use conventional learning methods. This shows that the use of podcasts as a language learning medium is not only effective in the Indonesian context, but also in language learning in general. Furthermore, research by Sari & Sazali (2023) emphasizes that podcasts can increase student learning motivation because they are flexible and easy to access at any time. Students can listen to podcasts in various situations, such as during travel or free time, so that learning becomes more fun and is not limited to the classroom. Apart from that, the use of podcasts also allows students to repeat material they don't understand, so they have a better chance of learning.

From various previous studies that have been discussed, it can be concluded that Podcasts have great potential in improving students' language skills. Podcasts not only help in improving listening and speaking skills, but also contribute to a better understanding of language structure. Therefore, this research will examine in more depth how the use of podcasts in learning Indonesian can contribute to improving students' language skills, especially in the aspects of listening, speaking and understanding standard language structures.

Based on this background, this research aims to analyze the impact of using podcasts in learning Indonesian among students. This research will explore the extent to which podcasts can improve students' language skills, both in the aspects of listening, speaking, and understanding standard language structures. Apart from that, this research will also identify factors that influence the effectiveness of podcasts as language learning media as well as recommendations for more optimal implementation in academic contexts.

Theoretical Review

Theories of Language Acquisition

Stephen Krashen's second language acquisition theory distinguishes between natural language acquisition and structured language learning (Tania & Agung, 2023). Krashen emphasizes communication over grammatical rules, arguing that a second language can be acquired with a first language (Jegerski, 2021). This is in line with the view that optimal natural second language acquisition occurs through spontaneous daily communication (Erianjoni et al., 2023). This process involves comprehensible input, where students receive language input slightly above their current level (Widianto et al., 2023). From a psycholinguistic perspective, language acquisition theories include behaviorist, nativist, and functional approaches (Ainiy et al., 2022). The Quranic perspective shows that language acquisition occurs through external stimuli and innate potential (Endayani, 2021). In practice, technology-based learning media such as podcasts can support language and cultural diplomacy, providing comprehensible input for international students studying Indonesian (Widianto et al., 2023). Optimal second language acquisition occurs through natural communication and comprehensible input, so that the use of technology-based media such as podcasts can be an effective means of supporting language learning in a more contextual and interactive manner.

Audio-Lingual Learning Theory

Audio-lingual methods (ALM) have shown effectiveness in improving English language skills, especially in listening and speaking. Studies have shown its success in improving students' English communication skills through repeated exercises and pattern practice (Rozalinda, 2021). ALM emphasizes authentic language exposure, vocabulary

acquisition, and cultural insight, which can increase learner motivation and engagement (Amelia & Fatyra, 2024). When combined with multimedia resources such as English songs and videos, ALM can create an environment conducive learning that imitates natural language acquisition (Amelia & Fatyra, 2024; Rozalinda, 2021). However, research suggests that a balanced approach that combines elements from various methods, such as the grammar translation method, may be more effective in addressing diverse learning styles and improving overall language proficiency (Putri & Nursiniah, 2024). Implementation of ALM in classroom settings has shown significant improvements in students' English language skills, with notable improvements in test scores and active participation (Rozalininda, 2021). By listening to various podcast episodes that use formal Indonesian, students will become more familiar with standard language patterns and can use them in academic and professional communication.

Language Skills Theory

The four language skills - listening, speaking, reading, and writing - are fundamental in language learning (Alzamil, 2021). Podcasts especially contributes to developing listening and speaking skills, with listening being important for language acquisition (Yazmin & Clara, 2024). Podcasts offer an innovative and flexible approach to second language learning, increasing learner motivation and providing exposure to standard language use (Amalia, 2021). Research has shown the effectiveness of podcasts in improving all four language skills, especially speaking and listening (Amalia, 2021; Anita et al., 2023). In public speaking courses, podcasts have been found to improve students' English language skills and self-confidence (Anita et al., 2023). However, educators must consider factors such as curriculum, syllabus, learner language proficiency, and pedagogical design when implementing podcasts in language teaching (Amalia, 2021). Overall, podcasts represent a promising trend in second language education, offering a unique learning experience Interesting and potential for skill enhancement.

Technology Theory in Language Learning

Recent studies have explored the use of podcasts as an effective medium for language learning. Podcasts offer flexible, interesting and easily accessible learning materials that can increase student motivation and enrich learning resources (Amalia, 2021; Kendana, 2023). Research has shown that podcasts can be effective in improving a variety of language skills, including listening, speaking, reading, and writing (Amalia, 2021). In higher education settings, podcasts have been successfully implemented in teaching Indonesian literature, with students reporting positive experiences due to the media's accessibility, repetition, and enjoyment factors (Farhan, 2022). For Arabic language learning, podcasts on platforms such as Spotify have been used to improve listening skills (Maharah al-Imma'), which are considered fundamental for language acquisition (Mumtaz & Abdurrahman, 2022). However, educators must consider factors such as curriculum, syllabus, students' language proficiency level, and pedagogical design when incorporating podcasts into their teaching (Amalia, 2021). Podcasts are a flexible and effective learning medium in improving language skills, but their use in teaching must be adjusted to the curriculum, student proficiency level, and appropriate pedagogical design.

Based on the theories that have been discussed, the use of podcasts in learning Indonesian is supported by various strong academic concepts. Language acquisition theory explains how exposure to appropriate language can improve students' language skills. Audio-lingual learning theory emphasizes the importance of repetition in language learning, which can be done through podcasts. Language skills theory shows how listening and speaking are interrelated in language acquisition. Meanwhile, technology theory in language learning supports podcasts as a modern learning media that can increase student engagement and motivation. Using these theories, this research will analyze how podcasts

can be an effective tool in improving students' language skills, especially in listening and speaking in academic and formal contexts.

METHOD

Research Design

This study employed a quantitative descriptive research design with a survey approach. The selection of this design was based on the nature of the data, which consisted of respondents' answers to a questionnaire analyzed using descriptive statistical techniques. The survey approach was chosen to obtain a comprehensive overview of perceptions and experiences related to the use of podcasts as a learning medium in Indonesian language education within a specific time frame. This method was considered appropriate for systematically and factually describing the research variables without manipulating them.

Data Collection

Data were collected using a questionnaire as the primary research instrument. The questionnaire consisted of closed-ended questions measured using a Likert scale, as well as several open-ended questions. It was designed to capture respondents' demographic information, podcast listening experiences, perceptions of language quality, perceived learning impacts, and interest in podcast production. In addition to the questionnaire, document analysis was conducted to support qualitative insights. This included word cloud analysis to identify dominant perceived benefits and frequency analysis of suggested improvements. A literature review was also carried out to strengthen the discussion through relevant and up-to-date references. Data collection was conducted using a cross-sectional approach, capturing respondents' conditions and perceptions at a single point in time.

Data Analysis

The data analysis technique used in this study was descriptive statistical analysis, carried out through several stages. First, questionnaire responses were tabulated to organize the data into frequency distribution tables. Second, percentage analysis was applied to describe respondent characteristics and response patterns for each research variable. Third, qualitative analysis of open-ended responses was conducted through coding and thematic categorization to identify key benefits and suggestions for improvement. Fourth, correlation analysis was employed to identify relationships between perceived improvement in language skills, as well as between institutional support and interest in podcast production. Finally, an implicit comparative analysis was conducted by comparing the study findings with relevant results from previous studies.

Ethical Consideration

Ethical considerations were observed throughout the research process. Participation in the study was voluntary, and respondents were informed of the purpose of the research prior to completing the questionnaire. Anonymity and confidentiality of respondents' identities and responses were ensured, and the collected data were used solely for academic research purposes. All procedures complied with general ethical standards in educational and social research.

RESULT AND DISCUSSION

Respondent Profile

Based on data from 187 respondents, the sample was dominated by women, totaling 146 respondents (78.1%), while male respondents numbered 41 (21.9%). In terms of semester distribution, most respondents were in Semester VII (46.5%) and Semester III (41.7%), followed by Semester V (10.2%) and other semesters (1.6%). This composition shows that the respondents mainly came from early and final stages of study, providing perspectives from students who are still adapting to academic life as well as

those who already have extensive learning experience. The following is a description of the demographic profile of the 187 respondents involved in the research, which includes gender and semester.

Table 1. Respondent Profile Description

Variable	Category	Quantity	Presentase
Gender	Women	146	78.1%
	Men	41	21.9%
Semester	III	78	41.7%
	V	19	10.02%
	VII	87	46.5%
	Others	3	1.6%

Podcast Listening Experience

Almost all respondents (98.4%) reported having listened to podcasts, indicating very high exposure to this medium. However, listening intensity varied: only 43.3% listened frequently (every day or 2–3 times per week), while the majority (56.7%) listened once a week or rarely. Regarding preferred topics, entertainment dominated (36.9%), followed by social and cultural topics (28.3%), educational/academic topics (25.1%), and literature and language topics (9.6%). Before presenting further data, the following is a general description of the podcast listening experience of 187 respondents includes their habits, frequency, and favorite topics.

Table 2. Podcast Listening Experience

Variable	Category	Quantity	Presentase
Ever Listened	Yes	184	98.4%
	Not	3	1.6%
Frequency	Every day	37	19.8%
	2-3 times a week	44	23.5%
	1 time a week	47	25.1%
	Rarely/never	59	31.6%
Favorite Topics	Entertainment	69	36.9%
	Social & Cultural	53	28.3%
	Education/Academic	47	25.1%
	Literature & Language	18	9.6%

Quality of Language in Podcasts

Most respondents (58.3%) perceived the language quality of podcasts as fairly good, characterized by a mix of formal and informal language. A smaller proportion (28.3%) rated the language quality as very good and in accordance with linguistic rules, while 11.8% noted the frequent use of non-standard language. Only 1.6% did not pay attention to language quality. As a key aspect in the context of language learning, the following are respondents' perceptions regarding the quality of the language available in the podcast they listen to.

Table 3. Quality of Language in Podcasts

Language Quality Level	Quantity	Presentase
Very good and according to the rules	53	28.3%
Fairly good (there is a mix of informals)	109	58.3%

Many languages are non-standard	22	11.8%
Didn't pay attention	3	1.6%

Impact of Podcasts on Language Learning

Respondents perceived podcasts as having a positive impact on Indonesian language learning. The strongest agreement was found for motivation to speak or engage in discussions (91.7% strongly agree). High levels of agreement were also found for improving listening skills (96.6%) and understanding language structure (91.7%). Perceived increases in sensitivity to language errors (93.3%) and overall language skills (93.4%) were also high, although the proportion of “strongly agree” responses for these aspects was comparatively lower. To measure the effectiveness of podcasts as a learning medium, below are respondents' perceptions regarding the impact of listening to podcasts on their Indonesian language skills.

Table 4. Impact of Language Learning (Perception of Podcast Impact)

Statement	Strongly Agree	Agree	Not Agree
Understand language structure	46.7%	45.0%	8.3%
Improve listening skills	53.3%	43.3%	3.3%
Motivate speaking/discussion	91.7%	-	8.3%*
Be sensitive to language errors	33.3%	60.0%	6.7%
Language skills increase	31.7%	61.7%	6.7%

Interest in Podcast Production

More than half of the respondents (56.7%) expressed interest in producing podcasts, while 25.1% were uncertain and 18.2% were not interested. This indicates considerable potential for participatory educational podcast development, alongside notable uncertainty related to technical knowledge and production processes.

Main Benefits Perceived

Qualitative analysis revealed five dominant benefits of podcasts: improvement in listening skills (85%), vocabulary enrichment (78%), increased learning motivation (72%), better understanding of language in real contexts (65%), and flexibility and ease of access (58%). As a form of active participation in the development of podcast media, data is presented below regarding the respondents' level of interest in being involved in podcast production.

Table 5. Interest in Making Podcasts

Interest	Level	Total Percentage
Very interested	37	19.8%
Interested	69	36.9%
Don't know	47	25.1%
Not interested	34	18.2%

Institutional Support

The analysis showed limited institutional support for podcast-based learning. Most institutions lacked specific podcast policies (65.0%) and adequate support for lecturers (60.0%). Existing support mainly took the form of training/workshops (40.0%), recording facilities (30.0%), and distribution platforms (20.0%), while 30.0% reported no support at all. Planned institutional development focused primarily on curriculum integration (40.0%) and facility provision (35.0%).

Correlation Analysis

Based on correlation analysis, this research identifies three significant relationships in the use of podcasts as a language learning medium. First, there is a positive correlation between frequency of listening to podcasts and improvement in language skills, with respondents who listen to podcasts every day reporting a perceived increase in ability that is around 45% higher compared to those who listen with lower frequency. Second, the quality of the language in podcasts has been shown to be positively correlated with the level of speaking confidence, with podcasts that have better language quality reported being able to increase speaking confidence by around 60%. Third, strong institutional support shows a very significant relationship with students' interest in producing podcasts, where institutions that provide adequate support have a level of interest in creating podcasts up to three times higher than other institutions. with minimal support.

DISCUSSION

The dominance of female respondents aligns with previous findings that women tend to show more positive perceptions and higher engagement with digital learning media, including podcasts (Sari & Pratama, 2021; Novianti et al., 2022; Li & Wang, 2020). The concentration of respondents in early and final semesters provides a balanced view, as early-semester students are typically more open to innovative learning methods (Gupta et al., 2023), while final-semester students contribute more critical and experience-based evaluations (Chen & Zhao, 2022). The relatively low participation of mid-semester students supports earlier explanations related to heavier academic loads and external commitments (Kurniawan & Setiawan, 2021). Overall, this demographic composition offers a comprehensive perspective that strengthens the interpretation of students' perceptions and experiences with podcasts as a language learning medium.

The extremely high rate of podcast exposure confirms that podcasts are already embedded in students' daily media consumption habits, consistent with Smith & Johnson (2022) and Anderson (2021). However, the moderate listening frequency suggests that podcasts are often used as secondary or supplementary media rather than as primary learning tools (Chen et al., 2023). Topic preferences further illustrate this pattern, with entertainment content dominating. Nevertheless, the substantial interest in educational topics highlights the potential of podcasts for learning when educational content is presented in engaging and narrative-driven formats (García & Martínez, 2023). Overall, these findings indicate that podcasts hold considerable promise as effective learning media, provided that their design strategically balances entertainment value with clear educational objectives.

Language quality perceptions reveal a critical tension between engagement and linguistic accuracy. While mixed formal–informal language increases authenticity and engagement (Lee & Park, 2023), it may undermine credibility in formal learning contexts if not carefully managed (Smith & Johnson, 2022). The relatively small proportion of podcasts rated as linguistically “very good” indicates a challenge for integrating podcasts into Indonesian language learning, which requires consistent exposure to standard language forms (García, 2021; Chen et al., 2024). Excessive non-standard language use may risk reinforcing language errors, as cautioned by Thompson & Davis (2023) and Martinez (2022). Therefore, a balanced and intentional language design is essential to ensure that podcasts remain engaging while still supporting accurate and effective language learning outcomes.

Perceived learning impacts strongly support the motivational and receptive benefits of podcasts, particularly in listening skills and speaking motivation (González, 2022; Chen & Smith, 2021). However, the comparatively lower “strongly agree” responses for metalinguistic awareness and overall language improvement suggest that podcasts

alone may not be sufficient to foster deeper cognitive and accuracy-related outcomes. This supports arguments that podcasts should be accompanied by reflective and practice-oriented learning activities (Lee & Park, 2023; Thompson, 2022). Therefore, podcasts are most effective when positioned not as standalone learning tools, but as integrated components within a broader instructional design that encourages active engagement, reflection, and guided practice.

The high interest in podcast production reflects growing digital literacy and preferences for creative, alternative forms of learning and assessment (Smith & Johnson, 2022; Lee & Park, 2023). Nonetheless, uncertainty and lack of confidence related to technical skills remain significant barriers (Chen et al., 2023; García, 2021). This gap is further reinforced by limited institutional support, echoing broader findings on educational technology adoption in higher education (Smith & Johnson, 2022; García, 2021). Taken together, these findings suggest that sustained institutional guidance and capacity-building initiatives are essential to transform students' interest in podcast production into meaningful and effective educational practices.

Correlation findings highlight the interdependence of behavioral, cognitive, and contextual factors in podcast-based language learning. Frequent exposure enhances perceived language gains (Chen & Smith, 2021), high-quality linguistic input supports speaking confidence (García, 2022), and institutional support acts as a key enabler of sustained engagement and participation (Thompson & Davis, 2023). These relationships support holistic adoption models emphasizing alignment between content quality, learner behavior, and institutional structures (Wilson, 2024; Martinez et al., 2023). Overall, this integrated perspective underscores that the effectiveness of podcast-based language learning depends not on isolated elements, but on the synergy between learners, content, and institutional ecosystems.

Overall, the findings suggest that podcasts hold strong potential as an Indonesian language learning medium, particularly for enhancing motivation and listening skills. However, to maximize their educational impact, strategic efforts are required to standardize language quality, integrate podcasts structurally into the curriculum, enhance production competencies, and strengthen institutional support systems. This staged and holistic approach aligns with contemporary models of sustainable educational technology adoption (Wilson & Roberts, 2024). In conclusion, with well-coordinated pedagogical design and institutional commitment, podcasts can evolve from supplementary tools into an effective and sustainable core component of Indonesian language learning.

CONLUSSION

Based on a comprehensive analysis of 187 respondents, this research concludes that podcasts have proven to be a very effective Indonesian language learning medium and are widely accepted among students. The podcast adoption rate of 98.4% shows high familiarity with this medium. The research results confirmed that podcasts significantly improved listening skills (85%) and vocabulary mastery (78%), while motivating students to actively speak and discuss (91.7%).

The key finding of this research is that there is a positive relationship between the frequency of listening to podcasts and increasing language skills, where respondents who listen to podcasts every day report a 45% higher increase in ability. In addition, the quality of the language in podcasts correlates with increased speaking confidence (60%), although the majority of existing podcasts are still dominated by a mixture of formal and informal language (58.3%). However, This research also identified a gap between individual interest and institutional support, where 65% of institutions do not yet have a podcast-specific policy and 60% do not provide adequate support for lecturers. This is the main challenge in maximizing the potential of podcasts as a formal learning medium.

Based on research findings, a number of strategic steps in the pedagogical aspect

are recommended to optimize the use of podcasts in Indonesian language learning. The main recommendations include the integration of podcasts as an official learning medium in the curriculum, the development of podcast modules with a "planned language" approach that combines elements of formality and informality in a balanced way, and the inclusion of written transcripts to practice understanding standard language. It is hoped that the implementation of these recommendations can strengthen students' mastery of listening and speaking skills while increasing their understanding of the correct structure of the Indonesian language.

On institutional level, a more concrete commitment is needed through the preparation of specific policies for the development of educational podcasts. Educational institutions are advised to provide comprehensive podcast production training for lecturers and students, complemented by the construction of simple recording facilities and adequate distribution platforms. This systematic institutional support is a determining factor in creating a learning ecosystem that is conducive to the sustainable development of podcast media.

From a technical aspect, standardizing the quality of language in educational podcasts is a top priority to ensure the resulting content meets appropriate linguistic rules. In addition, developing a content bank for Indonesian language learning podcasts and creating a podcast-based evaluation system is needed to ensure the availability of structured and measurable material. It is hoped that these technical steps can become a solid foundation in building podcast credibility as an effective learning medium. For long-term development, it is recommended to encourage podcast competitions between students to increase motivation and creativity in the production of educational content. Collaboration with professional podcasters and the development of campus-specific distribution platforms are also necessary to expand the reach and impact of learning. Through the implementation of these comprehensive recommendations, it is hoped that podcasts can become an innovative learning medium that is able to answer the challenges of academic and formal communication in the digital era.

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