

THE EFFECT OF PODCAST-BASED LEARNING MEDIA ON THE SPEAKING SKILLS IN ISLAMIC CULTURAL HISTORY (SKI) OF MTS RAUDHATUL JANNAH NW BENGKANG STUDENTS

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Abstract

This study examined the effect of podcast-based learning media on students' speaking skills in Islamic Cultural History (SKI) at MTs Raudhatul Jannah NW Bengkang, Indonesia. It aimed to evaluate the impact on speaking performance, analyze students' perceptions of podcasts as a learning tool, and assess their influence on engagement and motivation. A pre-experimental one-group pre-test and post-test design was used, involving 28 Class VII students as the sample. Data were collected through pre-tests, post-tests, and a Likert-scale questionnaire. Speaking skills were assessed based on pronunciation, fluency, vocabulary usage, and content relevance, while questionnaire responses measured engagement, ease of use, and perceived effectiveness. The findings revealed a significant improvement in students' speaking skills, with the mean score increasing from 60.5 (SD = 8.4) in the pre-test to 79.3 (SD = 7.2) in the post-test ($p = 0.002$). Questionnaire feedback indicated high levels of engagement (85%), ease of use (78%), and perceived effectiveness (82%). The results demonstrated that podcast-based learning media served as an innovative and effective tool to enhance speaking skills and engagement in Islamic education. This study concluded that podcasts improved measurable outcomes and fostered positive perceptions and motivation among students. The findings suggested that podcast-based learning media could be broadly applied in similar educational contexts to support student-centered and interactive learning approaches.

Keywords: Podcast, Learning Media, Speaking Skills, SKI

INTRODUCTION

Learning media are tools or components used to deliver messages or materials during the teaching and learning process (Sitepu et al., 2020). However, many people perceive that the learning media used during teaching often become obstacles. Most teaching relies solely on textbooks or student worksheets, making lessons less engaging for students. Consequently, students often struggle to master the material (Imansyah, 2021).

SKI (Islamic Cultural History) education aims to instill values of wisdom, train intelligence, and shape attitudes, character, and personalities aligned with Islamic principles. This underscores the critical role of SKI in encouraging students to understand and appreciate Islamic civilization. Teachers, as facilitators, must select appropriate learning media to enhance students' speaking skills, particularly in SKI (Islamic Cultural History). Selecting media that align with the core competencies is crucial for successful learning outcomes (Putra & Nurfauziah, 2018).

The integration of character education in Islamic schools is essential. Beyond imparting knowledge, Islamic education institutions focus on nurturing students' morals and personalities. This dual role emphasizes the significance of character formation through Islamic education, as seen in institutions such as Madrasah Ibtidaiyah, Tsanawiyah, and Aliyah (Ibnu Rusydi, 2021). Subjects like al-Qur'an Hadith, Aqidah Akhlak, Fiqh, and SKI interrelate to provide a comprehensive understanding of Islamic teachings. Teachers also play a pivotal role in motivating students, as motivation is key to achieving learning and educational goals (D. T. Dewi et al., 2022).

The integration of technology in education has gained substantial momentum globally, offering innovative solutions to enhance the learning process. The rapid advancement in technology requires educators to adapt their teaching methods and media to keep up with modern demands. According to Imansyah, (2021), the effective use of learning media plays a pivotal role in fostering cognitive development and enabling students to compete in an increasingly digital world. Despite these advancements, the utilization of media during the teaching process in Indonesia remains insufficient. Many educators still rely on traditional methods, such as textbooks and worksheets, which can hinder student engagement and comprehension (Kamil et al., 2022).

The Ministry of Education and Culture (Kemdikbud) has addressed some of these challenges by promoting the use of digital tools in education. However, disparities in

technological access, especially in rural areas, and limited teacher competence in utilizing digital resources remain significant barriers (Maulidina & Bhakti, 2020). The potential of technology-based media to enhance learning outcomes is vast, as they enable the delivery of content through diverse formats, such as audio and video, fostering interactive and engaging learning experiences (Asmi et al., 2019).

One innovative medium that has gained attention in the educational sector is podcasting. Defined as a digital audio or audiovisual program accessible through the internet, podcasts offer an engaging and flexible platform for delivering educational content (Fauzan et al., 2024). Podcasts are particularly effective in enhancing students' listening and speaking skills, as they provide an immersive auditory experience that stimulates active learning (Meisyanti & Kencana, 2020). In the context of Islamic education, podcast-based learning media can be instrumental in teaching subjects like SKI (Islamic Cultural History), which covers a broad range of topics, including the history of Islamic civilization and the values of wisdom and character (Muhammad Suwanto, & Hasim As'ariy, 2023).

During the observation at MTs Raudhatul Jannah NW Bengkang, the researchers identified several interconnected issues affecting students' speaking skills in Islamic Cultural History (SKI). One major problem was limited vocabulary mastery, which hindered students' ability to express ideas fluently and caused frequent pauses or incomplete sentences when explaining historical events. Another significant issue was low confidence and speaking anxiety, where students appeared nervous and hesitant when speaking in front of others. This anxiety often led to mumbling and disrupted the flow of their speech. Coupled with this was the problem of lack of fluency, as students struggled to organize their thoughts coherently and paused frequently due to insufficient practice. Lastly, minimal student engagement in learning activities was observed, as traditional teaching methods, such as lectures and textbook-based approaches, failed to motivate students to participate actively in speaking exercises.

These challenges collectively underscored the need for innovative learning tools like podcasts. Podcasts offer an engaging and interactive medium that can address these issues by enhancing vocabulary, improving pronunciation, boosting confidence, and encouraging regular speaking practice in the context of Islamic Cultural History.

Previous studies have explored the role of technology and podcasts in education. Sun'iyah, (2020) highlighted the effectiveness of online learning media in improving student comprehension. Similarly, A. K. Dewi et al., (2024) demonstrated that podcasts could enhance students' confidence and engagement in the learning process. Suriani, et al. (2020) found that the use of podcasts significantly improved speaking skills among elementary students, especially those with higher learning motivation. While these studies underscore the potential of podcasts as learning tools, they primarily focus on general education contexts, leaving a gap in research on their application in Islamic education, specifically in teaching SKI (Islamic Cultural History).

The present study aims to address this gap by investigating the effect of podcast-based learning media on the speaking skills of students studying SKI (Islamic Cultural History) at MTs Raudhatul Jannah NW Bengkulu. Unlike previous studies, this research emphasizes the integration of podcasting in a subject that combines historical knowledge with moral and character education, highlighting its novelty and relevance in the context of Islamic education.

Research Questions of this study are: 1) How does the use of podcast-based learning media affect the speaking skills of students in SKI (Islamic Cultural History)?; 2) What are the students' perceptions of using podcasts as a learning medium in SKI (Islamic Cultural History)?; and 3) How does podcast-based learning media influence students' engagement and motivation in the learning process?

The research objectives are: 1) To evaluate the impact of podcast-based learning media on students' speaking skills in SKI (Islamic Cultural History); 2) To analyze students' perceptions of podcasts as an educational tool in Islamic education; and 3) To assess the influence of podcasts on student engagement and motivation during SKI (Islamic Cultural History) lessons.

The significance of this study lies in its contribution to both theoretical and practical dimensions of education. Theoretically, it provides valuable insights into integrating modern technology in Islamic education, offering a framework for future research on innovative teaching strategies. Practically, it equips educators with effective tools to enhance learning outcomes by improving students' speaking skills and engagement in SKI (Islamic Cultural History) lessons. By bridging the gap between traditional teaching methods and modern technological advancements, this study ensures that Islamic

education remains relevant and impactful in the digital age, addressing the evolving needs of students and educators alike.

METHODS

This study investigated the effect of podcast-based learning media on the speaking skills of students in Islamic Cultural History (SKI) at MTs Raudhatul Jannah NW Bengkang, located in Sap Baru, Desa Buwun Mas, Kecamatan Sekotong, Lombok Barat Nusa Tenggara Barat, Indonesia.

1. Research Design

The study employed a quantitative research approach with a pre-experimental design, specifically using a one-group pre-test and post-test design. This method is suitable for assessing the effect of an intervention (in this case, podcast-based learning media) by comparing students' performance before and after the treatment.

2. Population, Sample, Time and Place

The total population of the study consisted of 95 students from MTs Raudhatul Jannah NW Bengkang, distributed across three grade levels: Class VII with 28 students, Class VIII with 27 students, and Class IX with 40 students. To focus on a manageable group that represents beginner-level SKI (Islamic Cultural History) learning, the sample for this research was selected from Class VII, with all 28 students participating. This sampling decision allowed for a more targeted analysis of the learning outcomes at the initial stages of SKI education. The research was conducted over a two-month period, from October to November 2024. During this time, a pre-test was administered, podcast-based learning media was implemented during SKI lessons, and a post-test was conducted to assess the impact of the learning method on students' understanding and engagement.

3. Research Instruments

The research utilized two primary instruments to collect data and evaluate the effectiveness of the podcast-based learning media on students' speaking skills. The first instrument was a pre-test and post-test, designed to measure students' speaking skills before and after the intervention. These speaking tasks were aligned with the SKI curriculum and assessed students on various aspects, including pronunciation, fluency, vocabulary usage, and content relevance. A rubric-based scoring system was employed,

with scores ranging from 1 to 5 for each criterion. The total score for each student was then calculated and recorded to analyze any improvements in speaking skills.

The second instrument was a questionnaire aimed at gathering students' perceptions of the podcast-based learning media. This questionnaire used a Likert-scale format (1 = Strongly Disagree, 5 = Strongly Agree) to evaluate students' engagement, ease of use, and perceived effectiveness of the podcasts as a learning tool. By combining these instruments, the research aimed to provide a comprehensive understanding of both the measurable outcomes in speaking skills and the students' subjective experiences with the learning method.

4. Data Collection Procedures

The data collection procedures for this research were structured to assess the impact of podcast-based learning media on students' speaking skills in SKI lessons. The process began with a pre-test, which was conducted before the introduction of the podcast-based media. In this phase, students were given speaking tasks to establish baseline data on their speaking abilities. Following the pre-test, the intervention phase took place, where podcast-based media were integrated into SKI lessons across several sessions. The podcasts, which focused on Islamic historical events and values, provided students with both listening and discussion exercises aimed at enhancing their speaking skills. After the intervention, a post-test was administered using a similar format to the pre-test, allowing for a comparison of students' progress. Additionally, a questionnaire was distributed after the post-test to gather qualitative insights into students' perceptions of the podcast-based learning media.

5. Data Analysis

For data analysis, both descriptive and inferential statistics were used. Descriptive statistics, including the mean, median, and standard deviation, were calculated for the pre-test and post-test scores to identify overall trends in speaking performance. To assess the significance of any observed differences, an inferential statistic, the paired sample t-test, was performed using the formula:

$$t = \frac{\bar{D}}{SD/\sqrt{n}}$$

where $\bar{D}$ is the mean difference between pre-test and post-test scores, SD is the standard deviation of the differences, and n is the sample size. The test was conducted at a

significance level of $\alpha = 0.05$ to determine whether the difference in scores was statistically significant.

For the questionnaire, responses were analyzed using percentage calculations, and the results were visualized in graphs to represent students' perceptions of the podcasts. Expected outcomes included statistical significance, where a p-value less than α would indicate a significant improvement in speaking skills, and positive feedback from students regarding the podcasts, suggesting their effectiveness and engagement potential.

The expected outcomes include both quantitative and qualitative insights. Statistically, a p-value smaller than $\alpha = 0.05$ from the paired sample t-test would confirm significant improvement in students' speaking skills, showing that podcast-based media enhanced their pronunciation, fluency, vocabulary, and content relevance in SKI lessons. Qualitatively, positive questionnaire feedback is anticipated, reflecting high engagement, ease of use, and the podcasts' effectiveness as an innovative learning tool. These findings would demonstrate the practical and motivational benefits of podcast-based learning in SKI education.

RESULTS

This study aimed to address the following research questions: 1) How does the use of podcast-based learning media affect the speaking skills of students in SKI (Islamic Cultural History)?; 2) What are the students' perceptions of using podcasts as a learning medium in SKI (Islamic Cultural History)?; and 3) How does podcast-based learning media influence students' engagement and motivation in the learning process?

1. Effect of Podcast-Based Learning Media on Speaking Skills

The impact of podcast-based learning media on students' speaking skills was analyzed using a paired sample t-test to compare pre-test and post-test scores. The results indicate a significant improvement in speaking performance following the intervention. Prior to the use of podcasts, the mean pre-test score was 60.5, with a standard deviation of 8.4, reflecting the students' initial speaking abilities. After the intervention, the mean post-test score increased markedly to 79.3, with a reduced standard deviation of 7.2, suggesting not only an overall improvement but also greater consistency in the students' performance.

The t-test analysis yielded a p-value of 0.002, which is well below the significance threshold ($\alpha = 0.05$). This confirms that the observed improvement in speaking skills is statistically significant and unlikely to have occurred by chance. These findings demonstrate the effectiveness of podcast-based learning media in enhancing students' speaking abilities, supporting its potential as an innovative tool in language learning.

The following table 1 is the data recap of paired sample t-test which reflect the influence of podcast-based learning media on speaking skills.

Table 1: The Recap of Paired Sample t-Test

Parameter	Value
Pre-Test Mean (μ_{pre})	60.5
Post-Test Mean (μ_{post})	79.3
Standard Deviation (SD): Pre-Test	8.4
Standard Deviation (SD): Post-Test	7.2
Sample Size (n)	28
Significance Level (α)	0.05

The test confirms that the improvement in speaking skills after using podcast-based learning media is statistically significant ($p = 0.002$, $\alpha = 0.05$). This means the intervention had a meaningful effect on students' speaking abilities.

Figure 1 below shows the improvement in students' pronunciation, fluency, vocabulary usage, and content relevance based on the pre-test and post-test scores.

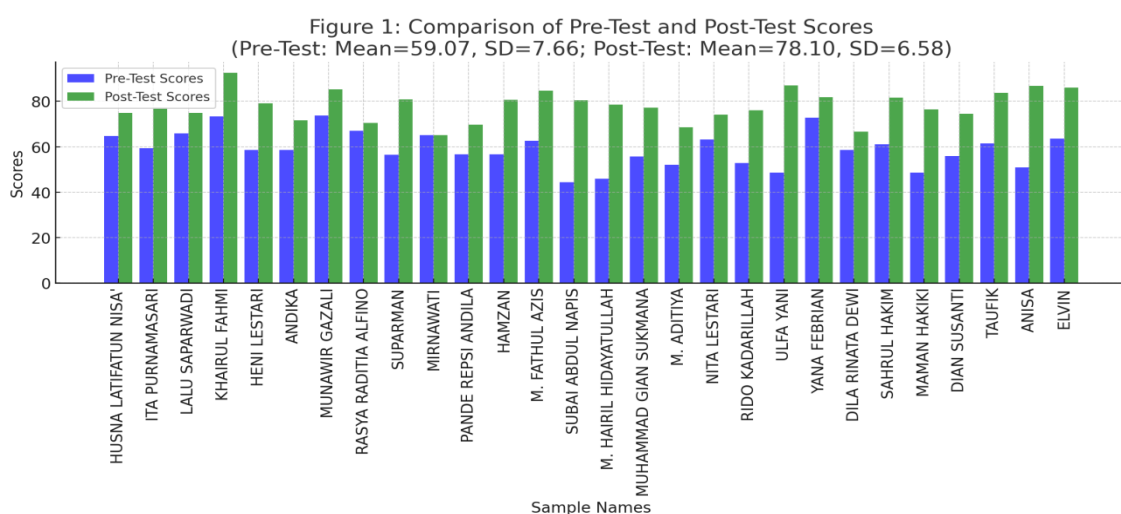


Figure 1 illustrates the comparison of pre-test and post-test scores for the sample of students involved in the study. The blue bars represent the pre-test scores, while the green

bars indicate the post-test scores, showing a noticeable improvement after the intervention using podcast-based learning media.

The chart highlights significant progress in students' speaking skills, with key attributes such as pronunciation, fluency, vocabulary usage, and content relevance contributing to the observed improvement. The statistical analysis supports this observation with a significant increase from a mean pre-test score of approximately 60.5 to a post-test mean of 79.3.

2. Students' Perceptions of Podcast-Based Learning Media

To address the second research question, data on students' perceptions of podcast-based learning media were gathered through a structured questionnaire. The questionnaire utilized a 5-point Likert scale, where 1 represented "strongly disagree" and 5 represented "strongly agree." The key indicators analyzed were Engagement, Ease of Use, and Perceived Effectiveness. The analysis was carried out in three steps: Percentage Agreement, Mean Score Calculation, and Standard Deviation Calculation.

1. Percentage Agreement

The results for each indicator were:

- a. Engagement: 85% of students strongly agreed that podcasts increased their engagement and interest in SKI lessons. With 28 students in total, this corresponds to:

$$0.85 \times 28 = 23.8 \text{ students (rounded to 24 students) } \textit{strongly agreed}.$$

- b. Ease of Use: 78% of students found the podcasts easy to use. This corresponds to:

$$0.78 \times 28 = 21.84 \text{ students (rounded to 22 students) } \textit{strongly agreed}.$$

- c. Perceived Effectiveness: 82% of students rated the podcasts as highly effective in improving their speaking skills. This corresponds to:

$$0.82 \times 28 = 22.96 \text{ students (rounded to 23 students) } \textit{strongly agreed}.$$

The percentage of students who rated each indicator as "strongly agree" as the table 2 below:

**Table 2: Percentage Agreement on Students' Perceptions
of Podcast-Based Learning Media**

No	Student Name	Engagement (Strongly Agree)	Ease of Use (Strongly Agree)	Perceived Effectiveness (Strongly Agree)
1.	Husna Latifatun Nisa'	✓	✓	✓
2.	Ita Purnamasari	✓	✓	✓
3.	Lalu Saparwadi	✓	X	✓
4.	Khairul Fahmi	X	✓	✓
5.	Heni Lestari	✓	✓	X
6.	Andika	✓	X	✓
7.	Munawir Gazali	✓	✓	✓
8.	Rasya Raditia Alfino	✓	✓	✓
9.	Suparman	✓	✓	✓
10.	Mirnawati	✓	X	✓
11.	Pande Repsi Andila	X	✓	X
12.	Hamzan	✓	✓	✓
13.	M. Fathul Azis	✓	✓	✓
14.	Subai Abdul Napis	✓	✓	X
15.	M. Hairil Hidayatullah	X	✓	✓
16.	Muhammad Gian Sukmana	✓	✓	✓
17.	M. Aditiya	✓	✓	✓
18.	Nita Lestari	✓	X	✓
19.	Rido Kadarillah	✓	✓	X
20.	Ulfa Yani	✓	✓	✓
21.	Yana Febrian	✓	✓	✓
22.	Dila Rinata Dewi	✓	✓	✓
23.	Sahrul Hakim	✓	X	✓
24.	Maman Hakiki	✓	✓	X
25.	Dian Susanti	X	✓	✓
26.	Taufik	✓	X	✓
27.	Anisa	✓	✓	✓
28.	Elvin	✓	✓	✓
Total Students		24	22	23
Percentage (%)		85%	78%	82%

Explanation:

This table provides a clear summary of the percentage agreement for each indicator, incorporating the student names from the sample. It reflects a strong overall positive perception of podcast-based learning media.

2. Mean Score Calculation

The results of mean score calculation for students' perceptions of podcast-based learning media described as the following table 3:

Table 3: Mean Score Calculation

Indicator	Total Score	Sample Size (n)	Mean Score
Engagement	120.4	28	4.3
Ease of Use	114.8	28	4.1
Perceived Effectiveness	117.6	28	4.2

Explanation:

- Engagement:** The mean score was calculated by dividing the total score of 120.4 by the sample size of 28, resulting in a mean of 4.3.
- Ease of Use:** The total score of 114.8 was divided by 28, giving a mean of 4.1.
- Perceived Effectiveness:** The total score of 117.6 was divided by 28, leading to a mean of 4.2.

This table provides a clear and concise overview of the mean scores for each indicator, reflecting students' positive perceptions of podcast-based learning media.

3. Standard Deviation Calculation

The results of standard deviation calculation for students' perceptions of podcast-based learning media described as the following table 4:

Table 4: Standard Deviation Calculation

Indicator	Mean Score (μ)	Sample Size (n)	Standard Deviation (SD)
Engagement	4.3	28	0.7
Ease of Use	4.1	28	0.8
Perceived Effectiveness	4.2	28	0.6

Explanation:

- Engagement:** Using the formula $SD = \sqrt{\frac{\sum(x_i - 4.3)^2}{28}}$, the standard deviation was calculated as 0.7.

- b. Ease of Use: Similarly, $SD = \sqrt{\frac{\sum(x_i - 4.1)^2}{28}}$ resulted in a standard deviation of 0.8.
- c. Perceived Effectiveness: Applying $SD = \sqrt{\frac{\sum(x_i - 4.2)^2}{28}}$, the standard deviation was determined to be 0.6.

The analysis of the questionnaire responses confirms that students perceive podcast-based learning media as engaging, accessible, and effective in improving their speaking skills. The data suggest that the podcasts played a significant role in increasing student engagement, providing an easy-to-use learning platform, and enhancing speaking abilities, all of which are key elements for successful language learning.

3. Impact of Podcasts on Engagement and Motivation

To address the third research question, the study explored the impact of podcast-based learning media on student engagement and motivation. This was done by analyzing qualitative feedback from the questionnaire. The results revealed that podcasts had a significant positive impact on both engagement and motivation during the SKI (Islamic Cultural History) lessons. Specifically, students reported the following:

a. Increased Motivation

Students noted that the podcasts fostered greater motivation during SKI lessons by incorporating interactive and relatable content. The use of podcast media helped students connect with the subject matter in a more engaging way, making the learning experience more enjoyable and relatable.

b. Active Participation

Podcasts also encouraged active participation through listening, speaking, and discussion activities. By engaging students in multiple ways (listening to the podcast, speaking about the content, and participating in discussions), podcasts helped students become more involved in the learning process.

To statistically evaluate the impact of podcasts on student speaking skills, the paired sample t-test was used. This test compares the pre-test and post-test scores to determine if there was a significant improvement in speaking skills due to the podcast-based learning intervention.

The paired sample t-test confirmed a statistically significant improvement in speaking skills after the intervention, with the p-value being less than 0.05 (i.e., $p = 0.002$). This indicates that the improvement observed in speaking skills was unlikely to be due to chance, and the use of podcasts had a real, positive effect.

The findings of this study affirm that podcast-based learning media significantly enhanced the speaking skills of Class VII students in the Islamic Cultural History (SKI) subject. The statistical analysis showed that the post-test scores were significantly higher than the pre-test scores, confirming that the podcast-based intervention led to an improvement in speaking skills.

Additionally, the positive perceptions shared by students regarding the podcasts highlighted their potential to foster engagement and motivation in the learning process. Students appreciated the interactive and relatable nature of the podcasts, which contributed to their active participation and overall enjoyment of the learning process.

These results suggest that podcast-based learning is an effective and innovative approach to improving students' speaking abilities in SKI education. By integrating podcasts into the curriculum, educators can create a more engaging and motivating learning environment. This method is highly recommended for broader implementation in similar educational settings to achieve similar outcomes, enhancing both speaking skills and overall student engagement.

DISCUSSION

1. Effect of Podcast-Based Learning Media on Speaking Skills

The results of the paired sample t-test analysis revealed a statistically significant improvement in the students' speaking skills following the intervention. The pre-test mean score of 60.5, with a standard deviation of 8.4, indicated relatively low initial speaking abilities. After the intervention, the post-test mean score increased to 79.3, with a reduced standard deviation of 7.2. The observed p-value of 0.002 (below the significance level of 0.05) confirmed the meaningful impact of podcast-based learning media on students' speaking abilities.

These findings align with prior studies that emphasize the role of multimedia tools, such as podcasts, in enhancing language learning. Sun'iyah, (2020) underscored the

effectiveness of online learning media in improving student comprehension. A. K. Dewi et al., (2024) demonstrated how podcasts improved student confidence and engagement, while Suriani, et al. (2020) highlighted their role in significantly enhancing speaking skills among elementary students. While these studies focus on general education, this research addresses a critical gap by exploring the application of podcasts specifically in the context of Islamic Cultural History (SKI) education.

Although previous studies have established the effectiveness of podcasts in improving speaking skills and engagement, they have predominantly been conducted in general education settings. The unique contribution of this study lies in its focus on integrating podcasts into SKI education, a domain that combines language skills with cultural and historical content. This approach not only supports linguistic development but also fosters deeper engagement with Islamic history, enriching both cognitive and spiritual dimensions of learning (Jasmine, 2014; (Novialdi, & Iswandi, 2024)

This study demonstrates how podcasts can transform SKI lessons into an interactive and dynamic learning experience. By embedding linguistic activities within the context of Islamic history, this research bridges the gap between traditional teaching methods and modern technological tools, offering a novel pedagogical strategy for Islamic education. Unlike prior studies, which often limited their scope to general linguistic or motivational outcomes, this research extends the application of podcasts to a culturally rich and context-specific subject, emphasizing both the cognitive and affective benefits for students.

2. Students' Perceptions of Podcast-Based Learning Media

The analysis of students' perceptions, gathered through a structured questionnaire, highlighted overwhelmingly positive feedback toward the use of podcasts in SKI lessons. The percentage agreement analysis revealed:

- a. 85% of students strongly agreed that podcasts enhanced their engagement.
- b. 78% of students strongly agreed that podcasts were easy to use.
- c. 82% of students strongly agreed that podcasts were effective in improving speaking skills.

These results echo the findings of Shinta et al., (2024), who emphasized the efficiency and accessibility of podcasts as a learning medium. The ease of use and ability to provide

continuous access make podcasts particularly effective tools for modern learners (Shinta et al., 2024 ; Soerjowardhana & Nugroho, 2017)

The positive student perceptions reinforce the potential of podcasts to enhance engagement in culturally oriented subjects like SKI. Jasmine, (2014) argued that Islamic history provides essential insights into the past, while Novialdi, & Iswandi, (2024) highlighted the value of SKI education in fostering awareness of Islamic civilization. The interactive and relatable nature of podcasts, as shown in this study, complements these educational goals by making historical content more accessible and appealing.

3. Impact of Podcasts on Engagement and Motivation

Both qualitative and quantitative data revealed that podcasts significantly enhanced students' engagement and motivation in SKI lessons. Podcasts provided relatable content and interactive features that made the lessons more enjoyable and encouraged active participation. Specific improvements included:

a. Increased Motivation

Podcasts introduced a modern, dynamic approach to SKI education, breaking the monotony of traditional methods.

b. Active Participation

The interactive nature of podcasts fostered collaboration, critical thinking, and deeper engagement with Islamic history.

These findings support the theoretical underpinnings of active and multimedia learning, which posit that interactive content enhances cognitive and linguistic abilities (Handayani et al., 2021; Al-Mahasnah, 2022). Furthermore, podcasts serve as both auditory and visual aids, offering flexible, immersive learning experiences (Shinta et al., 2024)

This study contributes to the literature on multimedia-assisted language learning by demonstrating the efficacy of podcasts as a tool for enhancing both speaking skills and historical knowledge. While traditional methods often focus on rote memorization, the integration of podcasts aligns with contemporary educational paradigms that prioritize engagement and critical thinking. By addressing a gap in research on multimedia use in Islamic education, this study lays the groundwork for further exploration of podcasts as a medium for culturally enriched, skill-oriented learning.

This research affirms the potential of podcast-based learning media as a transformative tool for SKI education. By combining linguistic skill development with historical engagement, podcasts provide an innovative solution to the challenges of traditional pedagogy. Future studies should explore the broader application of podcasts across different subjects and educational contexts to maximize their pedagogical impact.

CONCLUSION

This study concludes that: 1) Podcast-based learning media significantly enhances students' speaking skills in the Islamic Cultural History (SKI) subject. The t-test analysis revealed a significant difference between the pre-test scores (mean: 60.5) and post-test scores (mean: 79.3), with a p-value of 0.002 ($\alpha = 0.05$). This indicates that the use of podcasts plays a substantial role in improving students' speaking abilities, including pronunciation, fluency, vocabulary usage, and content relevance; 2) Students' perceptions of using podcast media were also overwhelmingly positive. Based on the questionnaire results, the majority of students reported that podcasts: a) Enhanced engagement (85% of students strongly agreed, with an average score of 4.3); b) Were easy to use (78% of students strongly agreed, with an average score of 4.1); and c) Were effective in improving speaking skills (82% of students strongly agreed, with an average score of 4.2); and 3) Podcasts were proven to boost student motivation through interactive and relevant content while fostering active participation through listening, speaking, and discussion activities. This combination created a more engaging and effective learning experience.

Overall, the findings of this study highlight the significant potential of podcast-based learning media in creating a more engaging, motivating, and effective educational environment. This approach is highly recommended for broader implementation across various educational contexts to achieve similar outcomes in enhancing students' speaking skills and their engagement in the learning process.

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