



Development of Spotify Podcast as an Arabic Listening Media for 11th-Grade Madrasah Aliyah Students

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Abstract

This research is motivated by the lack of development of innovative learning media for learning Arabic listening at Madrasah Aliyah Al-Inayah Bandung. Additionally, teachers have not fully utilized technology as a learning media. In learning Arabic listening, teachers only use audio players such as MP3 players on cell phones or read the material directly in front of the class. Therefore, this study aims to develop practical and innovative Spotify podcast media for learning Arabic listening in 11th-grade. The type of research used is research and development (R&D) using the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). The subjects in this study were 27 11th-grade students of Madrasah Aliyah Al-Inayah Bandung. Data were collected through interviews and questionnaires. The media developed was then validated by experts, with validation results from material experts showing a percentage of 92.7% (very valid), and from media experts 97.7% (very valid). It was also tested on students to assess its feasibility with the results showing a percentage of 88% (very valid). Based on these results, the Spotify podcast media is considered feasible as a learning media for Arabic listening in 11th-grade at Madrasah Aliyah. It is hoped that this will facilitate the learning process, particularly in Arabic listening comprehension, thus creating quality learning experiences. This research is aimed at developing podcast media for Arabic listening skills, and it can serve as a suggestion for future studies to investigate or develop podcasts as a learning media for other Arabic language skills.

Keywords: Arabic Listening, Development, Podcast Spotify Media

ملخص

هذه الدراسة مستوحاة من نقص تطوير وسائل تعليمية مبتكرة لتعليم مهارة الاستماع للغة العربية في مدرسة عليا العناية باندونغ. بالإضافة إلى ذلك، لم يستغل المعلمون بالكامل التكنولوجيا كوسيلة تعليمية. في تعليم الاستماع للغة العربية، يستخدم المعلمون فقط مشغلات الصوت على الهواتف المحمولة أو يقرؤون المواد مباشرة أمام الفصل. لذلك، تهدف هذه الدراسة إلى تطوير وسائل التدوين الصوتي على سبوتيفاي بشكل عملي ومبتكر لتعليم مهارة الاستماع للغة العربية في الصف الحادي عشر. نوع البحث المستخدم هو البحث والتطوير باستخدام نموذج ADDIE (التحليل، التصميم، التطوير، التنفيذ، التقييم). المشاركون في هذه الدراسة هم ٢٧ طالبًا من الصف الحادي عشر في مدرسة عليا العناية باندونغ. تم جمع البيانات من خلال المقابلات والاستبيانات. تم بعد ذلك التحقق من صحة الوسيلة المطورة من قبل الخبراء، حيث أظهرت نتائج التحقق من صحة الخبراء المادة نسبة ٩٢.٧٪ (صالح جدًا)، ومن خبراء الوسيلة نسبة ٩٧.٧٪ (صالح جدًا). بالإضافة إلى ذلك، تم اختبارها على الطلاب لتقييم مدى صلاحيتها، حيث أظهرت النتائج نسبة ٨٨٪ (صالح جدًا). بناءً على هذه النتائج، تعتبر وسائل التدوين الصوتي على سبوتيفاي صالحة كوسيلة تعليمية لمهارة الاستماع للغة العربية في الصف الحادي عشر في مدرسة عليا. ومن المأمول أن يسهل ذلك عملية التعلم، خاصة في تعليم مهارة الاستماع للغة العربية، مما يخلق تجربة تعليمية ذات جودة عالية. تهدف هذه

الدراسة إلى تطوير وسائل التدوين الصوتي لتعليم مهارة الاستماع للغة العربية، ويمكن أن تكون توصية للأبحاث المستقبلية لدراسة أو تطوير التدوين الصوتي كوسيلة تعليمية لمهارات اللغة العربية الأخرى.

الكلمات المفتاحية: تطوير، مهارة الاستماع للغة العربية، وسائط التدوين الصوتي على سبوتيفاي

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Introduction

The continuously evolving information technology is used in almost all aspects of life. The field of education is no exception to the use of information technology. Information technology is utilized in education as a learning media that can help teachers deliver lessons more efficiently and make the material more engaging and less monotonous. According to the provisions of the Ministry of Education and Culture Regulation No. 22 of 2016, information technology aims to enhance learning effectiveness. Therefore, if utilized optimally, learning objectives can be achieved as expected.¹

Learning media serve as an intermediary for teachers in delivering material to students. This tool helps teachers communicate with students effectively.² Essentially, the teaching and learning process is a communication process that involves three main components: first, the message to be conveyed, which in this case is the lesson, secondly, the sender of the message or the teacher, and last the receiver of the message, or the students.³ To ensure this communication process runs effectively, auxiliary learning media are needed. Various types of learning media can be utilized in educational activities. As Rudy Brets stated, there are seven categories of learning media, namely: moving audiovisual media, still audiovisual media, semi-moving audio media, moving visual media, still visual media, audio media, and print media. In this context, Spotify podcasts fall into the category of moving audiovisual media because they can present sound and images, similar to YouTube.⁴

The presence of podcast technology today offers great hope for the world of education. This is because the development of electronic-based learning media has increased, which has also been proven to attract students' interest and attention.⁵ The podcast comes from two syllables, "iPod"

¹ Hilda Rosinta, et al., "Pengembangan Media Pembelajaran Interaktif Budaya Lokal Banten Berbasis Teknologi Informasi untuk Meningkatkan Minat Belajar Siswa," Dawuh Guru Jurnal Pendidikan MI/SD 3, no. 1 (2023): 2962–746. DOI: <https://doi.org/10.35878/guru.v3.i1.593>

² Miatin Rachmawati and Fitri Liza, "Arabic Speaking Skill Using the Educaplay 'Froggy Jumps' Application," ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab 7, no. 1 (1 April 2024): 223–34. DOI: <https://doi.org/10.17509/alsuniyat.v7i1.67521>

³ Ahmad Juliar Fahri, Syihabuddin Syihabuddin, Rinaldi Supriadi "Rancang Bangun Game Edukatif Bahasa Indonesia Bagi Penutur Arab Tingkat Pemula Berbasis Website," KREDO: Jurnal Ilmiah Bahasa dan Sastra 6, no. 2 (2023): 353–370. <https://jurnal.umk.ac.id/index.php/kredo/index>

⁴ Muhamad Farhan, "Penggunaan Podcast Sebagai Media Pembelajaran Sastra Indonesia," Estetika: Jurnal Pendidikan Bahasa dan Sastra Indonesia 3, no. 2 (2022): 64–71. DOI: <https://doi.org/10.36379/estetika.v3i2.201>

⁵ Ahmad Juliar Fahri, Syihabuddin Syihabuddin, Rinaldi Supriadi "Rancang Bangun Game Edukatif Bahasa Indonesia Bagi Penutur Arab Tingkat Pemula Berbasis Website," KREDO: Jurnal Ilmiah Bahasa dan Sastra 6, no. 2 (2023): 353–370. <https://jurnal.umk.ac.id/index.php/kredo/index>

and “broadcasting.”⁶ A podcast is a digital audio file published periodically on the Internet that can be listened to anytime and anywhere. Podcasts are commonly created and used to convey information on various topics, ranging from entertainment, sports, and comedy to education.

Podcasts were initially created only in MP3 audio format, allowing the MP3 audio on devices to be published more widely so that more people worldwide could listen. However, with the advancement of technology, podcasts are now also made in video format and are commonly referred to as 'vodcasts' or video podcasts. Because they can be listened to anytime and anywhere, podcasts are considered a convenient and effective learning media, especially for language learning.⁷ Moreover, in this increasingly advanced era, podcasts can be accessed through mobile phone applications and only require Wi-Fi or internet data.⁸

One application that provides a podcast feature and can be listened to anytime and anywhere is Spotify. Spotify is a company that offers commercial music and podcast streaming services. Unlike regular MP3 players, Spotify podcasts have advantages such as not consuming much device storage. You can listen to various available podcast content by downloading the Spotify app. Spotify podcasts can also be listened to online using Wi-Fi, internet data, or offline by downloading the podcast episodes you want to listen to beforehand. Spotify podcasts can be accessed through various devices, such as mobile phones and PCs.

There is a wide variety of podcast content on the Spotify app that is popular among Generation Z because it is educational, entertaining, and provides useful insights for everyday life.⁹ Consequently, Spotify podcasts, which are highly favored by Generation Z, have the potential to be used as educational media. In the realm of education, podcasts become an educational technology that allows students to learn from other sources and provides realistic experiences.¹⁰ As Hutabarat stated, one advantage of educational podcasting is the opportunity to learn through listening.¹¹ This relates to one of the most important language skills: listening. Listening skills are crucial because humans fundamentally understand a foreign language through hearing.¹² First, listening skills must be mastered before focusing on other language skills, such as speaking, reading, and writing.¹³ Listening skills, or in Arabic known as *Maharah al-Istima*, refer to a person's ability to understand

⁶ Ratna Dwi Susilowati, Utama Utama, and Nuqhty Faiziyah, “Penerapan Podcast pada Aplikasi Spotify Sebagai Media Pembelajaran Matematika di Tengah Pandemi Covid-19,” *Jurnal Riset Pendidikan dan Inovasi Pembelajaran Matematika (JRPIPM)* 4, no. 1 (2020): 68. DOI: <https://doi.org/10.26740/jrpiptm.v4n1.p68-78>

⁷ Irmadel Aurelliana and Syifa Syahfiana Nugraha, “Impact of Using Podcasts on Students Learning Motivation,” *Curricula: Journal of Curriculum Development* 1, no. 1 (20 May 2022): 61–72. DOI: <https://doi.org/10.17509/curricula.v1i1.47883>

⁸ A. D. A. Afriyadi, H., Hayati, N., Laila, S. N., Prakasa, Y. F., Hasibuan, R. P. A., & Asyhar, *Media Pembelajaran Berbasis Digital (Teori & Praktik)*, (Jambi: PT. Sonpedia Publishing Indonesia, 2023), hlm. 29.

⁹ Nindyo Andayaning Pandusaputri, Rachmat Bintang, and Ramadhan Mokodompit, “Konvergensi Radio Terhadap Podcast di Kalangan Generasi Z,” *Jurnal Ilmu Komunikasi dan Media Sosial (JKOMDIS)* 4, no. 1 (2024): 179–92. DOI: <https://doi.org/10.47233/jkomdis.v3i3.1579>

¹⁰ Adu Emmanuel Ifedayo, Azidah Abu Ziden, and Aziah Binti Ismail “Podcast Acceptance for Pedagogy: The Levels and Significant Influences,” *Heliyon* 7, no 3 (March 2021): 2405–8440. DOI: <https://doi.org/10.1016/j.heliyon.2021.e06442>

¹¹ Peny Meliaty Hutabarat, “Pengembangan Podcast Sebagai Media Suplemen Pembelajaran Berbasis Digitas pada Perguruan Tinggi,” *Jurnal Sosial Humaniora Terapan* 2, no. 2 (2020): 107–16. <https://scholarhub.ui.ac.id/jsht/vol2/iss2/11>

¹² Noor Amalina Audina and Mahfuz Rizqi Mubarak, “Madlipz dalam Pembelajaran Daring Maharah Istima’: Implementasi dan Analisis Persepsi Siswa,” *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 4, no. 1 (10 April 2021): 72–83. DOI: <https://doi.org/10.17509/alsuniyat.v4i1.31279>

¹³ Ari Sumarni, Ambarwati Ambarwati and Moh Badrih, “Pemanfaatan Spotify Sebagai Media Dongeng dalam Upaya Digitalisasi Sastra Anak,” *Didaktika: Jurnal Kependidikan* 13, no. 1 (2024): 251–60. DOI: <https://doi.org/10.58230/27454312.408>

words or sentences spoken by others.¹⁴ Listening skills can be achieved through continuous practice listening to language sound differences via available audio resources. Therefore, it is necessary to have media that can facilitate students' development of listening skills.

In the initial interview with the 11th-grade Arabic teacher, it was found that podcast media has never been used in Arabic listening comprehension lessons until now. Instead, teachers use MP3 players from their phones or read listening materials directly in front of the class. This becomes a limitation for students when learning listening materials because the teacher must actively involve the students in using listening learning media. Teachers play a crucial role in the success of the learning process in class, but learning media also plays an equally important role in the success of the learning process.¹⁵ Nevertheless, teachers still need more time to create innovative learning media. Meanwhile, current Generation Z students prefer engaging and digital-oriented learning.¹⁶

In addition, using media in listening comprehension learning is also considered essential to sharpen students' listening skills and facilitate the learning process.¹⁷ Therefore, the researcher aims to develop learning media that are more practical and easily accessible to all students. Spotify podcasts are not unfamiliar to Generation Z students in 11th-grade. Hence, they can be developed as Arabic listening comprehension learning media.

Previous research conducted by Diana and Saputra indicated that students responded positively to podcasts developed as learning media for economics lessons.¹⁸ Furthermore, Ilyas et al.'s research stated that Spotify podcasts positively impact students' learning motivation and excellent learning outcomes in English classes, with 92.5% of students enjoying using Spotify podcasts.¹⁹ Research conducted by Syahputra and Novrianti also stated that podcasts developed as learning media for ICT education are categorized as very suitable, with a percentage of 90.08%, and are also practical to use in the learning process.²⁰ Al-Asmahi et al. also stated in their research that podcasts developed as English learning media for 8th-grade junior high school students are suitable for use and deemed practical based on practicality testing with an average score of 4.57.²¹

¹⁴ Noor Amalina Audina and Mahfuz Rizqi Mubarak, "Madlipsis dalam Pembelajaran Daring Maharah Istima': Implementasi dan Analisis Persepsi Siswa," ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab 4, no. 1 (10 April 2021): 72–83. DOI: <https://doi.org/10.17509/alsuniyat.v4i1.31279>

¹⁵ Sahrul Muhamad, et al., "Pengembangan Formative Sebagai Media Evaluasi Maharah al Qira'ah Siswa Kelas X MAN Kota Batu Malang," Mantiqutayr: Journal of Arabic Language 4, no. 1 (2024): 258-278. DOI: <https://doi.org/10.25217/mantiqutayr.v4i1.4134>

¹⁶ Djian Ariska, Ninik Indrawati, and Ammar Zainuddin, "Development of Stopmotion Video Animation Media in Qawa'Id Learning for Class XI Madrasah 'Aliyah Students | Pengembangan Media Animasi Stopmotion Video dalam Pembelajaran Qawa'Id pada Siswa Kelas XI Madrasah 'Aliyah," Mantiqutayr: Journal of Arabic Language 2, no. 1 (2022): 1–12. DOI: <https://doi.org/10.25217/mantiqutayr.v2i1.1670>

¹⁷ Lailana Aulia Rahmah and Mohammad Ahsanuddin, "Pengembangan Media Podcast pada Aplikasi Spotify sebagai Media Pembelajaran Maharah al- Istima'," JoLLA: Journal of Language, Literature, and Arts 2, no. 11 (2023): 1613–25. DOI: <https://doi.org/10.17977/um064v2i112022p1613-1625>

¹⁸ Diana & Bachtiar Adi Saputra, "Pengembangan Media Pembelajaran Podcast Smamita Bercakap dalam Pembelajaran Ekonomi di SMA Muhammadiyah 1 Taman," Nusantara: Jurnal Pendidikan dan Ilmu Sosial, vol. 2, No. 3 (November 2020): 54. DOI: <https://ejournal.stitpn.ac.id/index.php/nusantara>

¹⁹ Muhammad Ilyas, et al., "Pemanfaatan Media Podcast Spotify dalam Pembelajaran Bahasa Inggris Bagi Siswa di SMK YAPIM Siak Hulu Riau," Journal of Human And Education 4, no. 1 (2024): 172–78. DOI: <https://doi.org/10.31004/jh.v4i1.564>

²⁰ Wahyu Fauzan Syahputra and Novrianti Novrianti, "Pengembangan Podcast Sebagai Media Pembelajaran Siswa SMA pada Pembelajaran Berbasis Teknologi Informasi dan Komunikasi," Jurnal Literasi Digital 2, no. 1 (2022): 36–45. DOI: <https://doi.org/10.54065/jld.2.1.2022.113>

²¹ Muhammad Ilwan Al-Asmahi, et al., "Pengembangan Desain Pesan Podcast Sebagai Media Pembelajaran Bahasa Inggris," Jurnal Literasi Digital 2, no. 2 (2022): 85–95. DOI: <https://doi.org/10.54065/jld.2.2.2022.229>

In line with Ilana et al.'s research and development, which developed podcasts for Mandarin listening skills, the podcasts effectively train and improve Mandarin listening skills among students.²² In addition, in line with Rahmah and Ahsanuddin, who developed Spotify podcasts as listening comprehension learning media for the *Istima' Tsanany* course for Arabic Language Education students at UM, they obtained expert and student assessment results with an average percentage of 93.7%, which is highly valid, thus confirming that the media can be used in the field as a learning tool.²³

This study differs from the above research because it focuses on developing Arabic language listening comprehension learning media for 11th-grade Madrasah Aliyah students, whereas the research above focused on university students. Listening comprehension learning is considered more challenging and complex than other Arabic language skills; therefore, media that can aid the learning process are needed to help students master this skill without difficulty.²⁴

From the various descriptions above, there are two main objectives in this research and development. The first objective is to develop Spotify podcast learning media for Arabic language listening comprehension in 11th-grade Madrasah Aliyah. The second objective is to assess the suitability of the Spotify podcast product through surveys conducted by subject matter experts, media experts, and students. Thus, this media is expected to facilitate the learning process and create practical and high-quality learning, especially in Arabic language listening comprehension skills.

Method

The type of research used is Research and Development (R&D) because it aims to produce a product.²⁵ The model used in developing the Spotify podcast product is ADDIE, which consists of five stages: analysis, design, development, implementation, and evaluation. However, this research focuses only on the implementation stage because the evaluation stage is not fully completed yet. According to Adilah and Minsih, here is the ADDIE development model diagram.²⁶

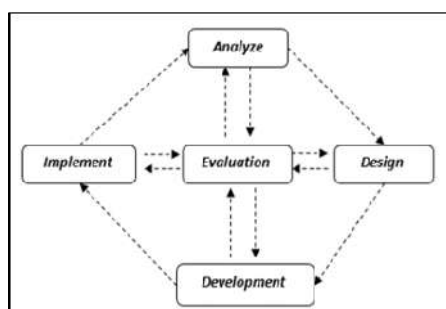


Figure 1. ADDIE Development Model

²² Virlya Rahma Ilana, Edy Hidayat, and Octi Rjcky Mardasari, "Pengembangan Media Podcast untuk Keterampilan Menyimak Mahasiswa Prodi Pendidikan Bahasa Mandarin Universitas Negeri Malang," *JoLLA: Journal of Language, Literature, and Arts* 1, no. 2 (2021): 151–61. DOI: <https://doi.org/10.17977/um064v1i22021p151-161>

²³ Lailana Aulia Rahmah and Mohammad Ahsanuddin, "Pengembangan Media Podcast pada Aplikasi Spotify sebagai Media Pembelajaran Mabarah al- Istima'," *JoLLA: Journal of Language, Literature, and Arts* 2, no. 11 (24 January 2023): 1613–25. DOI: <https://doi.org/10.17977/um064v2i112022p1613-1625>

²⁴ Sherly Yustuti, Masrun Masrun, and Hikmah Hikmah, "Development of Listening Skills Evaluation Instruments | Pengembangan Instrumen Evaluasi Keterampilan Menyimak," *Mantiqutayr: Journal of Arabic Language* 3, no. 1 (2022): 1–10. DOI: <https://doi.org/10.25217/mantiqutayr.v3i1.2614>

²⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2017), hlm. 135.

²⁶ Amandatriya Nissa Adilah and Minsih Minsih, "Pengembangan Media Pembelajaran Monokebu pada Siswa Sekolah Dasar," *Jurnal Basicedu* 6, no. 3 (2022): 5076–85. DOI: <https://doi.org/10.31004/basicedu.v6i3.3026>

Based on Figure 1, it can be seen that the stages conducted in this research include (1) analysis, conducting analysis to determine the content and media used in Arabic language learning; (2) design, this stage involves designing the media and content; (3) development, covering product development and validation by experts; (4) implementation, where the product is tested in the field with a limited group of students. The subjects in this development research are 27 students from XI IPA 1 at MA Al-Inayah Bandung. Data collection techniques include interviews and questionnaires. The data obtained consists of qualitative data from interviews, suggestions, comments, and feedback and quantitative data from questionnaires. The questionnaire distributed to students was analyzed using descriptive analysis techniques to assess the suitability of the podcast media on the Spotify application. The analyzed questionnaire contains responses to the product represented by statements with different scores. Below is the table of criteria for product assessment.

Table 1. Assessment Score

Description	Score
Very Good	5
Good	4
Fair	3
Less	2
Very Poor	1

Table 1 shows that if respondents give an excellent rating, it scores 5, good 4, fair 3, poor 2, and very poor 1. Then, from the scoring data obtained, the percentage is calculated using the following formula:

$$Percentage = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

After obtaining the percentages from the test results, these percentages will be converted into qualitative data using the assessment guidelines in Table 2.

Table 2. Assessment Guidelines²⁷

No	Value Range	Validity Level
1.	81.00% - 100.00%	Very Valid
2.	61.00% - 80.00%	Fairly Valid
3.	41.00% - 60.00%	Less Valid
4.	21.00% - 40.00%	Not Valid
5.	00.00% - 20.00%	Very Invalid

Based on Table 2, it can be determined that if the percentage score ranges from 81% to 100%, the product is considered highly valid; from 61% to 80%, it is considered relatively valid; from 41%

²⁷ Meladia Aqidatul Izzah and Ali Ma'sum, "Pengembangan Komik Digital sebagai Media Pembelajaran Bahasa Arab Maharah *Qira'ah* untuk Siswa Kelas X MA Almaarif Singosari," JoLLA: Journal of Language, Literature, and Arts 1, no. 8 (30 August 2021): 1081–94. DOI: <https://doi.org/10.17977/um064v1i82021p1081-1094>

to 60%, it is considered less valid; from 21% to 40%, it is considered not valid; and from 0% to 20%, it is considered highly not valid. Therefore, the assessment results play a crucial role in determining whether the product is suitable for use as a learning media.

Results and Discussion

The learning media used by teachers in the 11th-grade Arabic language class, especially in listening comprehension, previously involved MP3 players on their phones. This research develops Spotify podcasts. Thus, the MP3 audio typically listened to through the teachers' phones in listening comprehension lessons is now distributed through Spotify podcasts, which students can easily access anywhere and anytime. Podcasts are ideal educational media because they stimulate learning motivation and enhance student learning outcomes.²⁸ However, it is still a challenge for teachers to utilize its existence as a learning media. As in MA Al-Inayah Bandung, where conventional media is still used for listening comprehension learning. Spotify podcast learning media is a listening comprehension learning media for Arabic language subjects that can be utilized through the Spotify application on each gadget. Here are the steps taken in developing Spotify podcast media:

1. Analyze Stage

The analysis stage is the initial step in product development using the ADDIE model. In the analysis stage, it is found that the standard media teachers use to support listening comprehension learning is MP3 players on their phones. Alternatively, teachers often read listening comprehension materials directly in front of the class. This creates limitations for students when learning listening comprehension materials. Meanwhile, the learning sources used in teaching activities include the general Arabic language curriculum books, according to KMA No. 183 of 2019. The Arabic language learning materials in Spotify podcasts cover 11th-grade listening comprehension materials comprising six chapters.

2. Design Stage

In this stage, the process of designing podcast media and materials is carried out. Designing podcast media involves determining the podcast channel name, creating podcast covers, converting text materials into audio using Text-To-Speech (TTS), creating a Spotify for Podcasters account synced with the Spotify application, and uploading the audio. Meanwhile, the materials presented in the Spotify podcasts originate from the 11th-grade Arabic Language book following the latest curriculum, KMA No. 183 of 2019. The podcast solely focuses on listening comprehension materials. Out of the six chapters in the book, they are structured into 12 podcast episodes, each comprising two episodes of suitable duration to cover the material content.

3. Development Stage

In this stage, two essential steps are carried out: product development and product validation. Several websites and applications are utilized in developing Spotify podcast media, including (1) Narakeet, which converts text materials into audio. In the product development stage, audio for the Spotify podcast media is created using Artificial Intelligence (AI) Text-To-Speech (TTS) on the

²⁸ Lailana Aulia Rahmah and Mohammad Ahsanuddin, "Pengembangan Media Podcast pada Aplikasi Spotify sebagai Media Pembelajaran Maharah al- Istima'," JoLLA: Journal of Language, Literature, and Arts 2, no. 11 (24 January 2023): 1613–25. DOI: <https://doi.org/10.17977/um064v2i112022p1613-1625>

Narakeet website to ensure the pronunciation sounds natural. (2) Spotify for Podcasters for uploading podcast audio, where the audio generated through Narakeet is uploaded to the Spotify for Podcasters website, directly synchronized with Spotify. The podcast is automatically available on the Spotify application. (3) Canva is used to create podcast cover illustrations. Covers for the podcast channel title and each episode title are created using the Canva application.

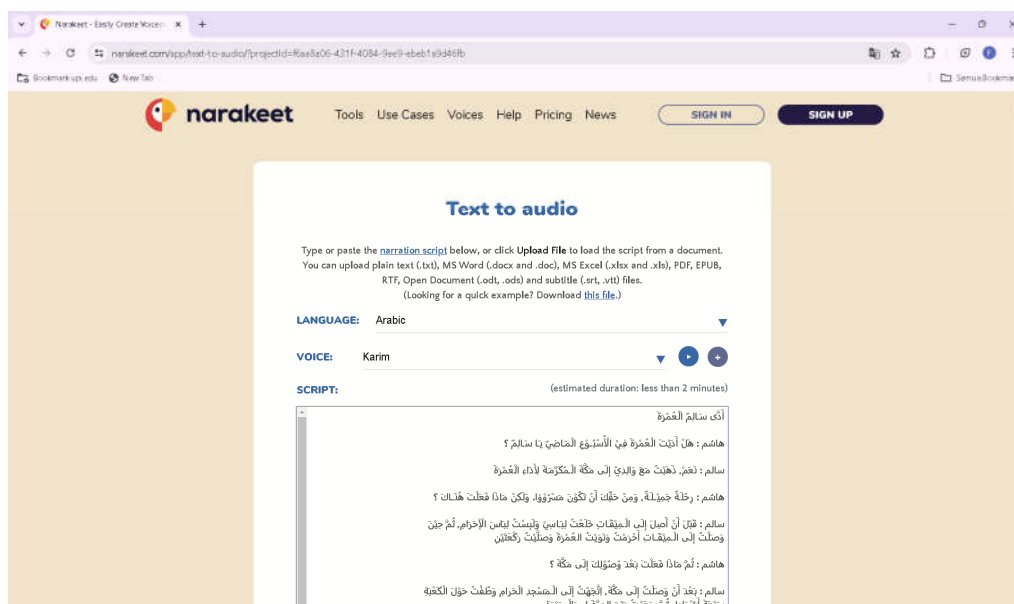


Figure 2. Audio Creation on the Narakeet Website

Based on Figure 2, the creation of podcast audio involves using Narakeet to convert text material into audio with speakers that closely resemble native Arabic speakers. This allows students listening to the podcast to experience hearing from a native speaker directly. After obtaining the desired audio material, it is uploaded to the Spotify for Podcasters website, where you can log in and register a podcast account. The podcast account is created on the website using an email address and a chosen podcast name.

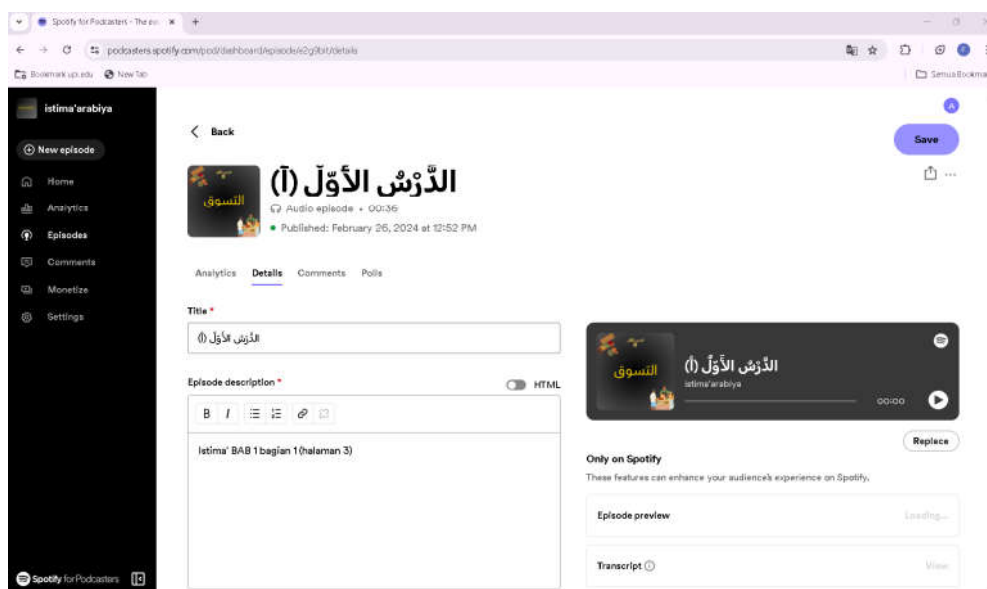


Figure 3. Uploading Audio to Spotify for Podcaster's Website

Figure 3 shows that after creating a podcast account on Spotify for Podcasters, the next step is to upload the audio into several episodes according to the chapters in the textbook. Each chapter is divided into two episodes, resulting in 12 episodes corresponding to the six chapters in the textbook. Titles are created based on each chapter, and page references are included in the description to help students easily find the desired episode. Subsequently, the podcast automatically syncs with the Spotify application.



Figure 4. Media Links in Spotify Code Form

Figure 4 shows that uploaded podcasts can be listened to directly on the Spotify application. By scanning the code in the image, users will be redirected to the Istima'arabiya podcast account.

After the product is developed, it is then validated by experts. In the product validation stage, assessment is conducted by content experts and media experts before the product is tested in the field. This step aims to ensure that the developed product meets the standards of feasibility and the desired learning objectives. Validation of the Spotify podcast media by content experts was conducted by the Arabic Language teacher at Madrasah Aliyah, Wirda Hayati, MA. The assessment was done through filling out a questionnaire, with the results presented in the following table:

Table 3. Material Expert Validation Results

No.	Indicator	Score Obtained	Maximum Score
Material Quality Aspect			
1.	The material presented is relevant to the syllabus	5	5
2.	The material presented is in accordance with the essential competencies	5	5
3.	The material presented is complete	4	5
4.	The material presented is coherent	5	5
5.	The material presented is explicit and easy to understand	5	5
6.	The material presented is in-depth and thorough	3	5
Media usability aspect			
7.	Media helps students and teachers in learning	5	5
8.	Media makes it easier for students to understand the material	4	5
9.	Media provides the focus of attention for students	5	5

10.	Media improves students' knowledge and skills	5	5
11.	Media attracts users to use	5	5
Total		51	55
Percentage		92.7%	

Based on Table 3, the overall data calculation from the content expert assessment for Spotify podcast media resulted in a total score of 51 with a 92.7% percentage. These results indicate that Spotify podcast media is highly valid and suitable for use.

The qualitative data includes comments and suggestions for improvements provided by the subject matter expert. The expert noted that the material is indeed suitable for *maharah al-istima'* (listening skills), but there is no additional vocabulary translation or overall translation, which might make it difficult for students to understand the material. The subject matter expert added explanations for scores of 3 on indicator 6, stating that while the material is complete, a translation for the podcast content is still needed so that students can more easily understand it. Therefore, the conclusion given is that the media is suitable for use with revisions as suggested.

Next, the validation of Spotify podcast media by the media expert was conducted by Dr. Budi Setiawan, M.Pd., a lecturer from the Educational Technology study program, Faculty of Education, Universitas Pendidikan Indonesia. The assessment was carried out through questionnaire completion, with the results presented in the following table:

Table 4. Media Expert Validation Results

No.	Indicator	Score Obtained	Maximum Score
1.	Cover display on podcast media	5	5
2.	The sound on the podcast media is clear	4	5
3.	Podcast media can provide effectiveness for users	5	5
4.	Podcast media can be accessed anywhere and anytime	5	5
5.	Podcast media can be used multiple times	5	5
6.	Podcast media in line with technological developments	5	5
7.	Podcast media is easy to operate or use	5	5
8.	Podcast media facilitates teacher and student learning activities	5	5
9.	Podcast media is engaging to use	5	5
Total		44	45
Percentage		97,7%	

Based on Table 4, the overall calculation of the assessment by media experts for Spotify podcast media shows a total score of 44 with a percentage of 97.7%. These results indicate that Spotify podcast media is highly valid and suitable for use.

Qualitative data in the form of comments and improvement suggestions provided by the media expert are as follows: It would be more thorough and user-friendly if the duration of each listening section per unit is extended. This is particularly important, considering each unit of audio-based material is used for independent learning over two semesters. The conclusion drawn from the validation test is that the media is suitable for use without revisions.

The expert assessment results showed 92.7% across 11 evaluation indicators from content experts and 97.7% across nine from media experts. These assessment results are highly valid. Subsequently, the media was implemented on a limited basis in the field.

4. Implementation Stage

At this stage, a limited trial was conducted at MA Al-Inayah Bandung on April 30, 2024. The trial involved 27 students from 11th-grade IPA 1. Here are the trial results data from the students:

Table 5. Student Trial Results

No.	Indicator	x	xi	p
1.	Cover display on podcast media	110	135	81%
2.	The sound on the podcast media is clear	106	135	78%
3.	The audio speed is within my capabilities	115	135	85%
4.	Podcast media can be accessed anywhere and anytime	110	135	81%
5.	Podcast media is practical to use in learning	105	135	77%
6.	Podcast media is easy to use	115	135	85%
7.	The material is presented coherently in each episode	105	135	77%
8.	The content of the material is in accordance with the title of the discussion of each episode	112	135	82%
9.	The use of podcast media can provide direction for understanding listening material	105	135	77%
10.	The use of podcast media can motivate learning	106	135	78%
11.	Podcast media is engaging to use	105	135	77%
Total		1.194	1.350	88%

Description:

x : Total score obtained from users

xi : Maximum number of scores from assessment indicators

p : Percentage

Based on Table 5, it is known that the scores obtained from the trial questionnaire by 27 students amounted to 1.194 out of a maximum score of 1.350, equivalent to 88% when converted into a percentage. These results indicate that the Spotify podcast learning media falls into the category of being very valid and suitable for use in listening learning in the classroom.

The qualitative data is in the form of comments and suggestions given by students regarding Spotify podcast learning media, including: (1) the cover is good and elegant, and the audio is clear but it is a male voice, how about adding a female voice, (2) the native speaker's voice is too eloquent, so it's still not used, (3) it is very easy to use and very helpful for learning Arabic and can make focus, (4) the podcast is very good, but maybe the Indonesian translation is lacking, (5) the use of this podcast is good, (5) the use of this podcast is good, but it is better if the cover is made even more attractive, (6) if possible, it can be added with a video of the conversation to make it easier to understand the conversation, (7) it really helps me memorize new vocabulary and practice correct writing, (8) podcasts really help us in learning because there is a lot of material according to the discussion, (9) learning with podcast media is quite good, (10) podcasts are indeed a unique way to

convey learning, but lacks visualization, (11) the audio is still not clear and too fast, (12) podcast media is suitable for use in learning besides that it is easy to use as a learning media because it is very practical in the palm of the hand, (13) it is very good for learning because it makes focus, (14) need audio translation for vocabulary, (15) pause each vocabulary can be given a little more space, but there is a feature that can adjust the speed, so overall it is good and innovative, (16) learning using Spotify is really good because it can take advantage of applications that are often used, (17) the duration is not long enough, the pause for each word / vocabulary is not long enough, (18) add the translation because I still don't understand, but the podcast is good, (19) if possible, it would be better to have an example of each sentence.

The results of the student trial after implementation yielded a percentage of 88% across 11 evaluation indicators, which was also deemed highly valid. Therefore, the overall suitability rating obtained from the combined assessments of experts and students towards Spotify podcast media is 92.8%. Hence, it can be concluded that this media is highly valid and suitable for use as a listening learning tool.

As a learning media tool facilitating educational delivery, podcasts provide significant convenience in the learning process.²⁹ Spotify podcasts are relatively simple, flexible, and easy to use in the context of technology-based learning media.³⁰ Thus, it does not always require the teacher's presence when students want to listen to listening materials for learning, as students can engage in learning anywhere. As Farhan stated, podcasts are easily accessible and can be replayed, thus adding variety to learning.³¹ I agree with Urfan, who states that podcasts have become an effective platform for delivering learning materials and can enhance students' knowledge pleasantly.³² This becomes a distinct advantage for students because they can independently study listening materials outside the classroom using podcasts.

Podcasts also serve as engaging media for students less suited to traditional and boring learning styles, such as lecture-based methods. The qualitative data also indicates that this podcast media aligns with students' learning styles. As Mc Carron suggests, using podcasts allows students to actively engage in learning compared to one-way lectures that are more formal and traditional.³³ With the presence of Spotify podcasts, students' motivation to learn and focus on following lessons can improve, thereby creating quality learning experiences.

Utilizing Spotify podcasts as a listening learning media can also reduce student boredom in studying because students feel like they are listening to a radio story or even music.³⁴ Imarshan

²⁹ Sofi Kesumaningtyas, et al., "Pengembangan Media Audio Berbasis Podcast dalam Pembelajaran Digital: Peran dan Kegiatan Ekonomi Masyarakat," Edukatif: Jurnal Ilmu Pendidikan 4, no. 4 (2022): 5331–41. DOI: <https://doi.org/10.31004/edukatif.v4i4.2896>

³⁰ Charlotte Norsworthy and Keith Herndon, "Leading By Ear: Podcasting as an Educational Leadership Tool," Journal of Leadership Education 19, no. 3 (2020): 61–68. DOI: <https://doi.org/10.12806/v19/i3/a1>

³¹ Muhamad Farhan, "Penggunaan Podcast Sebagai Media Pembelajaran Sastra Indonesia," Estetika: Jurnal Pendidikan Bahasa dan Sastra Indonesia 3, no. 2 (2022): 64–71. DOI: <https://doi.org/10.36379/estetika.v3i2.201>

³² Faiz Urfan, Ayu Sekar Ningrum, and Kronika Br. Ginting, "Development of Podcasts as Teaching Materials for Students of Higher Education in the Pandemic Covid-19," Proceedings of the 2nd International Conference on Science, Technology, and Modern Society (ICSTMS 2020) 576, Ictms 2020 (2021): 157–62. DOI: <https://doi.org/10.2991/assehr.k.210909.036>

³³ Graziella Pagliarulo McCarron and Aoi Yamanaka, "The Power of the Microphone: Podcasting as an Effective Instructional Tool for Leadership Education," Journal of Leadership Education 21, no. 4 (2022): 1–23. DOI: <https://doi.org/10.12806/v21/i4/a1>

³⁴ Novia Shafa Dwijayanti and Dyah Werdiningsih, "Keefektifan Aplikasi Podcast Spotify dalam Pembelajaran Keterampilan Menyimak pada Siswa Kelas X SMA PGRI Larangan," GHANCARAN: Jurnal Pendidikan Bahasa dan Sastra Indonesia Special Edition: Lalong IV, (2023): 300–310. DOI: <https://doi.org/10.19105/ghancaran.vi.11760>

suggests that Spotify podcasts have become a preferred alternative media for distance learning contexts since the pandemic due to their flexibility and accessibility.³⁵ This aligns with the development of Spotify podcasts as a listening learning media, aiming for an effective and practical learning tool for teachers and students in Arabic language education, particularly in listening skills.

Closing

This research and development have produced a product in the form of a Spotify podcast for learning Arabic listening comprehension. This podcast is designed to present listening material for the 11th grade of Madrasah Aliyah, using resources from the 11th-grade Arabic textbook according to the 2019 KMA No. 183 curriculum. The development of this podcast followed the ADDIE model and has been validated by subject matter experts, media experts, and students, with results indicating it is highly valid. Therefore, this podcast is considered suitable as a media for teaching listening comprehension.

Spotify podcasts, which are now widely consumed by students of Generation Z, should be utilized optimally, one way is by making podcasts a learning media that can help maximize learning both in and out of the classroom due to their flexible and practical nature. Teachers should also maximize the use of technology and make learning more enjoyable with innovative media.

The findings of this research involve developing Spotify podcasts as a media for learning Arabic listening comprehension. As a recommendation, future research could investigate or develop Spotify podcasts as a learning media for other Arabic language skills.

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³⁵ Idham Imarshan, "Popularitas Podcast Sebagai Pilihan Sumber Informasi Bagi Masyarakat Sejak Pandemi Covid-19," *Perspektif Komunikasi: Jurnal Ilmu Komunikasi Politik dan Komunikasi Bisnis* 5, no. 2 (2021): 213. DOI: <https://doi.org/10.24853/pk.5.2.213-221>

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