

IMPLEMENTATION PODCAST AND LEARNING VIDEO TO CONNECTING IN DISTANCE LEARNING ON HIGHER EDUCATION

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Abstract: Education always changes according to changes that occur in society. The world is hit by the Covid-19 pandemic, which has changed the social order in all fields, including education. This situation has led to the change in the education model in Indonesia to become Distance Learning, which provides new challenges for all those involved in teaching and learning activities to apply the right models and media in the learning process. The purpose of this study is to explain the implementation of the use of podcasts and instructional videos in distance learning conducted in universities. The method used in this research is descriptive. The data in this study came from primary data and secondary data. The data collected was processed through the editing, coding, tabulating, and conclusion stages. This study explains that the application of podcasts and instructional videos in distance learning in tertiary institutions provides various opinions. Podcasts and learning videos are flexible, practical, creative, easily accessible anywhere and anytime, and can explain subject matter quite well in distance learning. However, the two media both need an internet network to access it. Moreover, that condition becomes an obstacle for students whose places there are not a smooth internet network available.

Keywords: *Distance Learning; Podcasts; Instructional Videos; Learning Media*

A. INTRODUCTION

Education is something that is dynamic and always changes according to circumstances. Changes in the world of education are also determined by social changes that occur in society. These changes affect the social system, including values, attitudes, and behavior patterns in society (Rusdiana, 2014). Therefore, education will always follow changes that occur in society to form smart, independent, and skilled individuals following the competencies expected or needed by society.

Adjusting society to the changes that occur requires innovation so that the learning process is still well accepted by the community. Innovation itself is the delivery of knowledge or discovery in society (Bungin, 2007). Meanwhile, innovation in education is a form of problem-solving in education, including components of the education system and the national education system. Innovation in education can be in the form of a system. Products in educational innovation can be in the form of media used in the learning process, while the system can be the methods used by educators during the learning process (Rusdiana, 2014).

The presence of Covid causes changes in the system of people's lives in almost all over the world today. WHO has determined this condition as a pandemic on March 11, 2020. These changes occur in all aspects of life, ranging from the economic, social, government, and education sectors. In response to this, the government established various policies and efforts to prevent the chain of the spread of Covid 19, including policies in education. The policy is contained in circular number 4 of 2020 concerning the Implementation of Education Policies in an Emergency for the Spread of COVID, which contains recommendations for carrying out the learning process at home through

online or distance learning, which is carried out to provide meaningful experiences for students (Dewi, 2020). All learning and learning activities that were initially carried out entirely by meeting to carry out learning must be stopped and replaced with distance learning.

Distance learning is a learning process carried out by teachers and students by not being in the same room as the school (Holmberg, 2005). Such distance learning can be done ultimately distance (hybrid) or a mixture of distance learning in the classroom (blended). This changing pattern of the learning process positively impacts education both at school and in college. This condition includes the readiness of the teacher or lecturer who delivers learning and students or students who receive lessons and challenges in terms of innovation in the learning process.

This distance learning can be used as an educational innovation development to answer the challenges of various learning resources (Dewi, 2020). However, success in this learning innovation depends on the characteristics of students. Online learning, not all students will be successful in this learning (Nakayama M, 2007). Student characteristics and a supportive environment determine success in online learning. Therefore it is necessary to have a strategy and careful preparation to prepare for this distance learning process by looking at the effectiveness of the media and learning methods.

On this basis, this research will aim at implementing the use of podcasts and instructional videos as an innovation in the distance learning process to address learning during the Covid-19 pandemic. The target of this study is the learning process in higher education. This media will analyze how podcasts and instructional videos can bridge distance and time in the distance learning process in higher education.

B. MATERIAL & METHODS

The method used in this research is descriptive, which aims to describe or describe existing phenomena, both natural and human-made phenomena, which can be in the form of characteristics, activities, or differences in a phenomenon with other phenomena (Gayatri, 2013). The data in this study came from primary data obtained directly in the field by the researcher concerned (Hasan, 2002). Primary data in this study were obtained through data collection techniques in interviews and observations of distance learning patterns carried out by students from various universities who were taking student exchange activities at the Indonesian Education University in the odd semester of the 2020/2021 academic year. The data collected was processed through the editing, coding, tabulating, and conclusion stages. This stage helps researchers draw answers to the effectiveness of the subject's treatment during distance learning.

C. RESULT & DISCUSSION

1. Distance Learning in Higher Education

Distance learning is currently being discussed because it is considered a suitable learning model for use during the Covid-19 pandemic, and the government has recommended that in the learning process, the learning model solutions can be used to prevent the chain of the spread of covid-19. The learning process is carried out in higher education. Almost all universities in Indonesia have implemented distance learning. In tertiary institutions, which previously studied, undergraduate thesis guidance and other academic activities carried out face-to-face now have to adjust to the situation and be replaced by distance learning (Tirziu & Vrabie, 2015). Other terms in distance learning are distance learning, online learning, e-learning, and online. This learning provides new challenges for both lecturers and students.

Some critical elements that can support distance learning to be carried out well in the learning process include students, lecturers, and technology (Tirziu & Vrabie, 2015). Technology plays an essential role in implementing distance learning because technology is used to bridge students and lecturers in carrying out the learning process. Of course, this media cannot be separated from the contribution of digital tools that must be owned by lecturers and students. Online learning needs to be supported by mobile devices such as smartphones, tablets, or laptops with internet access for easy access to information anytime and anywhere (Gikas & Grant, 2013). These mobile devices significantly contribute to achieving distance learning goals (Korucu & Alkan,

2011).

In its application in universities, distance learning has various impacts, both positive and negative impacts. As stated by the sources, it was stated that:

Distance learning, which is being used now to carry out the learning and learning process when Covid-19, has a positive impact, namely that we as students can learn and be creative with very varied learning media. However, the problem is that many are still unfamiliar and need a lot to learn. Moreover, this distance learning requires good network support so that the learning process runs smoothly.

Another opinion from the resource person stated that this distance learning sometimes causes boredom if it is not balanced with varied learning media. Therefore the media is a challenge in itself that must be prepared by lecturers and students so that the implementation of distance learning continues to run well and achieve the expected goals. The facilities and infrastructure provided or used in learning on campus can trigger students' interest in learning. Learning media is one of the facilities and infrastructure prepared by educational institutions. The learning media must pay attention to the target users and the times (Jirana & Nurmiati, 2015). Some of the media used in delivering material on distance learning are podcasts and learning videos.

2. Implementation of Podcast Media in Higher Education

One of the learning media used as a solution to bridge distance learning in the current Covid-19 pandemic is Podcast media. The Podcast comes from two words, namely iPod and Broadcasting, which means media containing audio, which increases the listeners' creative and imaginative power (Ho et al., 2016). Meanwhile, Podcast it is also a material in the form of audio or video available on the internet and can be transferred to a computer or media player either for free or for a fee (Fadilah et al., 2017).

The Podcast is one of the media that functions to listen to audio from Android smartphones, computers, and laptops (Asmi et al., 2019). The Podcast can also be interpreted as a medium that functions to record audio according to a late scenario to be carried away with the atmosphere when reading it. The material provided through Podcast media makes it easier for students to download and access the material and provides an overview before students start a discussion (Copley, 2007).

The concept of learning through audio media itself has used to do long ago. The difference is, in the past, audio-based learning media was carried out using radio facilities. Podcast and radio are almost the same concepts, but they are different (Putri & Irwansyah, 2020). The difference between radio and podcasts is that radio is an analog audio medium and does not require internet access in its use, and listeners can only listen to radio broadcasts according to specific schedules that have been provided. While podcasts are digital audio media provided by specific online platforms, listeners can download any material they want. Podcast media itself requires internet access in its use (Phillips, 2017).

Currently, Podcasts which are used as learning media can be supported by various applications. Podcasts can be recorded manually via cell phones and then distributed to students so they can be accessed, or through applications that support the use of podcasts such as *Spotify*, *Anchor*, *Google Podcast*, *Podbean*, or through the website. In its implementation in college learning, podcasts have advantages and disadvantages. Based on observations and interviews with college students using Podcast media, the following results were obtained.

The advantages of podcast media in the learning process are:

1. Podcast media is a medium that is practical and flexible. Podcast media is not bound by time and can be accessed anywhere and anytime. Students can use podcast media easily to listen to materials, and these materials can be heard repeatedly so that students can deepen their understanding of the material.
2. Podcast media is a medium that adapts to current trends. Podcasts can be accessed through applications that are widely used by students today, such as *Spotify*, one of them. So, students are familiar with podcast media and can easily use it.

3. Podcast media is a creative medium that can be used to practice the public speaking skills needed by students. Students can learn and practice speaking techniques through listening and applying podcasts in academic activities such as presentations.

The weakness of podcast media in the learning process is the absence of visuals displayed in the Podcast so that some students feel that they are not good at understanding material that is only in the form of audio during distance learning as it is today. Podcast material on the online platform certainly requires internet access, so some students complain about this because their residence has limited network connections.

3. Implementation of Learning Video Media in Higher Education

Learning videos are one of the media that are considered to be quite effective solutions in conducting distance learning. Videos are considered non-printed teaching materials containing a variety of straightforward information because they can face-to-face with students, and videos are believed to add a new dimension to learning (Ahmad, 2007). Video nowadays acts as entertainment acts as a medium of learning (Fadhli, 2016). The use of video as a learning medium is a medium that contains audio and visuals containing learning messages in the form of concepts, principles, application theory, and procedures that can help students improve their understanding of a subject matter (Riyana, 2007).

Instructional media with videos have the most likely to be easy to remember and understand because they are not only captured or accepted by one human sense only (Zaenal, 2012). Therefore, with the limitations of distance and time, this instructional video media is often used in the learning and teaching process in distance learning.

The implementation of video media in universities can be developed with various models and variations. It starts from simple videos, moving text videos, learning presentation videos, and animation-based videos containing course material. Learning videos are not only compiled by the lecturer as a means of delivering material but are also compiled by students as a medium for making presentations, discussions, and as a means of assigning reports. Learning videos can be made yourself through various applications or obtained from social media.

Based on the results of observations and interviews, the application of instructional video media in the teaching and learning process in higher education provides various opinions, namely:

1. It is an effective medium for distance education because it contains audio and visuals so that it is almost the same as face-to-face learning in class.
2. Learning Videos can train to think logically, concretely, creatively, and realistically.
3. Learning videos are flexible because they are easily accessible anywhere and anytime.

The weakness in learning media in the form of video is that it requires access with quite a lot of quota.

D. CONCLUSION

Teaching and learning activities in tertiary institutions have changed due to the covid-19 pandemic. These changes lie in learning activities that were previously carried out face-to-face in a campus environment now must be carried out using a distance learning model. The distance learning model requires the innovation of inappropriate media for use in the learning process. Examples of suitable media include podcasts and instructional videos. Podcast derived from two words, namely iPod and Broadcasting, has the meaning of media containing audio used to increase the listeners' creative and imaginative power.

Meanwhile, learning videos contain audio and visuals containing learning messages in the form of concepts, principles, application theory, and procedures that can help students improve their understanding of a subject matter. The adoption of podcasts and instructional videos in distance learning in tertiary institutions provides a variety of views. Podcasts and learning videos are flexible, practical, creative, easily accessible anywhere and anytime, and can explain subject matter quite well in distance learning. However, the two media both need an internet network to

access it. This condition becomes an obstacle for students whose places where there is not a smooth internet network available.

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