

INVESTIGATION OF THE DIGITAL PODCAST TO DEVELOP STORYTELLING METHOD IN ISLAMIC SCHOOL DURING PANDEMIC DISRUPTION

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Abstrak

Makalah ini menyarankan untuk mengintegrasikan aplikasi podcast untuk meningkatkan sesi bercerita di lingkungan pendidikan Islam selama pandemi wabah COVID-19 di Indonesia. Temuan studi tentang pembelajaran di sekolah dan madrasah meyakini bahwa pembelajaran pada saat terjadi gangguan pandemi dapat diatasi dengan sistem pembelajaran jarak jauh dengan bantuan media pembelajaran dengan berbagai aplikasi digital. Untuk itu, kami telah mereview berbagai literatur dan aplikasi pembelajaran berbasis online serta publikasi ilmiah dari temuan terbaru tentang bagaimana menangani ketidakmampuan belajar selama COVID-19 untuk memperdalam pemahaman baru guna membuktikan asumsi bahwa banyak aplikasi pembelajaran dapat membantu siswa belajar selama tempat penampungan sementara tetapi ruang kelas terbuka pada jarak jauh. Dengan bukti penelitian yang ada dari berbagai literatur dan publikasi ilmiah tentang pembelajaran online dan gangguan pandemi, dapat dikatakan bahwa keefektifan pengintegrasian aplikasi Podcast menjadi salah satu alternatif keunggulan media pembelajaran jarak jauh di kalangan santri di pesantren di Indonesia. Oleh karena itu, kami sangat merekomendasikan kepada sivitas otoritas pesantren khususnya santri di lingkungan pendidikan Islam, dan para guru di luar pesantren untuk mengintegrasikan media digital podcast sebagai alternatif solusi pembelajaran jarak jauh saat terjadi gangguan dan masa belajar normal baru karena keunggulan dan efektifitas podcast sebagai aplikasi pembelajaran di Indonesia.

Kata Kunci: *Aplikasi Podcast Digital, Meningkatkan Mendongeng, Pembelajaran Pesantren, Pandemi Disrupsi.*

Abstract

This paper suggested integrating podcast application to improve Islamic education storytelling sessions during pandemic COVID-19 disruption in Indonesia. The findings of a study about learning in schools and madrasahs believe that learning during a pandemic disturbance can be overcome with a remote learning system with the help of learning media with various digital applications. For this reason, we have reviewed various literature and online-based learning applications and scientific publications of the latest findings on how to deal with learning disabilities during COVID-19 to deepen new understanding to prove the assumption that many learning applications can help students learn during temporary shelters but open classrooms at a long distance. With the evidence of existing studies from various literature and scientific publications on online learning and pandemic disruption, we can say that the effectiveness of integrating the Podcast application has become an alternative superiority of distance learning media among students in Islamic boarding schools in Indonesia. Therefore, we highly recommend pesantren's academics, especially students in the Islamic education environment, and teachers outside the Islamic boarding school to integrate digital media podcasts as an alternative distance learning solution during disruption and the new normal learning period because of the advantages and effectiveness of podcasts application for learning in Indonesia.

Keywords: Digital Podcast application, Improving Storytelling, Islamic School Learning, Pandemic Disruption.

INTRODUCTION

The Coronavirus or COVID-19 has certainly had an impact not only on human safety and health but this outbreak has also disrupted all aspects of life and business, especially educational activities, since its appearance in Indonesia in early 2020. Since then, the pandemic has started to haunt the world of education, including non-formal education. However, pesantren were also affected simultaneously throughout Indonesia. The beginning of the disruption was since the implementation of the government policy, namely large-scale restrictions (LSR) since last April to maximize the chain of the spread of COVID-19 in line with UNESCO's calls and WHO, (2020) regarding the prevention of this death. As a result, the government spontaneously closed all educational activities at both the school and tertiary levels. The pesantren also responded to government policy by closing the pesantren's doors and sending students back to their parents' homes while waiting for face-to-face learning to reopen as before the disturbance pandemic. To solve learning when students are sent home, we suggest integrating a digital Podcast application to improve storytelling sessions among students during the pandemic disruption.

Following the announcement of simultaneous school closings urging students to be discharged and continue learning from home as a means of responding to safety from the threat of COVID-19, UNICEF obliges countries through school management authorities to ensure strategic plans for distance learning solutions and ensure access to adequate education services for all students across the country. Because since the closure of schools, almost no one knows when it will reopen. So the mitigation plan must include online learning strategies, and the preparation of quality academic content must also receive all groups' attention, especially schools. Distance learning portals, both owned by the government and private companies such as Ruangguru Free Online School, Google Classroom, and other learning platforms run and supported by the Ministry of Education and Culture of the Republic of Indonesia, will greatly assist student learning from home.

But unfortunately, all those mentioned above are government and private solutions to support schools and students as formal education. What about learning solutions during the pandemic for non-formal education circles such as Islamic boarding schools or traditional education

that do not get solutions and are applied fairly and equitably as a principle of equity and equity in educational services? This injustice demands that the parties participate in the solutions and choices that must be taken so that students who are children of the nation must receive fair and equitable educational services. As researchers, we feel challenged to suggest plans for integrating Podcast digital-based learning applications to perfect storytelling learning sessions between pesantren so that this simple solution can help students in Islamic boarding schools (Ma'arif & Rofiq, 2018; Munjiat, 2020).

The solution to using the Podcast application as a learning medium is not new, especially long-distance learning during the pandemic disruption, which has now entered almost one year of school lessons. Of course, the digital version of the podcast application using an internet connection as a channel for distance education services requires internet access. Even though in schools, the internet is still a medium of information and communication still expensive in Indonesia. Like it or not, the idea of learning innovation in the educational environment, especially schools and universities, must involve technology, which can now be a solution to the challenges that have occurred in the

disruption in education due to the pandemic.

Based on our observations, during the pandemic, the trends' attention is somewhat less on the application of the podcast application as a solution to keep education going. At the same time, the advantages and benefits of podcasts allow students and teachers to apply in their learning to even though very complex lesson content that can be presented in the form of a conversation, and relevant transcripts allow participants to confirm the success of lectures and time for lunch via their online podcast.

In this way, internet-based learning allows podcasts to be carried out in the pesantren environment; the support of various parties, teachers, boarding school committees, and parents of students must be determined to use technology to overcome various challenges in distance learning. As mentioned above, one of the innovations that can be done is by utilizing podcasts for technology-based learning, such as education service models in developing countries. Although the name podcast itself comes from the term iPod and broadcasting, podcasts were originally initiated by the Apple brand, who made the iPod play music. Finally, in modern developments, this listening-based tool is also available in Android-based applications, so it has become increasingly

popular so that it is used in the world of education, such as listening to radio broadcasts in that era, radio was the most up-to-date advice.

With the current pandemic conditions, podcasts' role in learning in difficult times and pandemic disruption is very useful to become an alternative and to continually enrich learning in the pesantren environment and other educational institutions. podcast application as a learning media can provide benefits for both students, teachers and students, in increasing the ability to understand each subject matter through audio. If managed properly, podcasts can be a powerful and positive learning medium when face to face learning is disrupted by the disruption of the COVID-19 outbreak. According to various studies, the potential of this podcast lies in its advantages alone, but podcasts can also be accessed automatically and portably, easy to use and control is in the hands of the user, and this content will always be available on the platform used by content owners, namely performers wherever they are. could serve the needs of students during the closing of the pesantren. There are not many other studies regarding the development of podcast use in school-age education circles. This is because many media researchers in Indonesia have not done so

much. Recently, podcasts are still dominated by services with a background in music for listeners' ears like conventional radio. However, look at the typical learning model in the pesantren world, which is more about teaching listening to the lesson's content. If you use the podcast application in the pesantren environment, it will make the lecture material that originally seemed stiff to be more relaxed and easier for the students to understand if they are still at home. Of course, the use of this podcast application requires understanding, especially for lecture managers at Islamic boarding schools, with an explanation of the benefits and adequate media support as references and supporting recording devices so that the use of podcasts can be an understanding because this is an internet technology-based innovation.

METHOD

We did an in-depth literature review to understand whether there were findings from previous studies on the integrity of storytelling techniques using podcast applications to improve listening literacy skills and students' involvement in online learning activities during the pandemic. We limit the number of searches from the year before the emergence of COVID-19 to 2020 and see if using podcast applications has become a solution to the latest

technological advances. The search for information and data is used to ensure that some articles related to the theme of this study include technical storytelling remotely via digital, religious, scientific narratives, listening literacy for reading the Koran, the involvement of students with teachers in broadcasting rooms, religious knowledge learning skills in modern times via technology. Various data sources include Google Scholar, ERIC, education and computer science, and Podcast player. Approximately more than 200 publications we found were associated with learning during the pandemic using the Podcast application.

This paper is sorted into only ten papers that have successfully used podcasts as a podcast application as storytelling in learning during the COVID-19 pandemic. The way we review is to collect articles related to this paper's purpose, then we do coding and interpreting and evaluating to determine whether our findings in a qualitative review have met the principles of value and reliability (Hyett et al., 2014). We select the article based on ensuring that the article's content is relevant to religion's skills and science in the modern era.

RESULTS AND DISCUSSION

Warren et al., (2013) examined how education and teaching involve at least one-way communication with the help of media intermediaries to develop student

engagement and retention, applying learning-based technology and leisure entertainment. Call it video calls, podcast applications, Zoom video, Social media, and transmedia storytelling.

Alkaaf, (2018) questioned that storytelling strategies were able to increase students' competence in writing stories. Through empirical research in sciences education. Her empirical study examines the sustainability and generalization of the impact of storytelling strategies. His research involved 30 students as a random sample and four teachers in the experimental group. She used a mixed study approach to understand whether a semester's writing proficiency test and interviews of teachers and students could produce a statistically significant difference between the groups of students tested. She convinced her study on storytelling has a strong impact on her student's story writing.

Teckchandani & Obstfeld, (2017) examine the best storytelling method by using startup podcasts in school classrooms. This study reviews the teaching management system. This study is a useful discussion of using a podcast application in schools by focusing on a specially prepared podcast's pedagogical aspects. This podcast tool provides a compelling account of listening to entrepreneurship's journey, as told by the

podcast service's award-winning radio journalist to tell stories about successful entrepreneurs' tips.

Amelia & Abidin, (2018) investigated students' perceptions of English as a foreign language how the effect of using Digital podcasts in improving storytelling in the English classroom. Podcasts have become a teaching method and approach using storytelling and learning English, which continues to innovate and develop the technology. It is believed that the integration of technology into learning will bring forward changes to foreign language learning, such as increasing the learning climate that is up-to-date, original, creative, and innovative based on digital technology.

Tol et al., (2008) investigated students' mental health interventions affected by political violence in Indonesia using a storytelling approach. Their findings are the efficacy of school-based interventions designed for students affected by the political conflict from low-income family settings. These educational-based interventions with podcasts and storytelling have reduced post-traumatic depressive symptoms and supported survival by not reducing traumatic stress and symptoms of depression, anxiety, or functional cognitive impairment. Through education-based interventions with the

storytelling approach, it has freed itself due to prolonged political conflicts.

Soukup, (2012) examined how Islam and the teachings of Islamic content online. This study is still a category of Islamic world communication studies trends. He found that Islam is no less rapid about modernization, especially Internet adoption, than other religions' adherents. In particular, the method and approach of the trilogy proved to be more difficult to find. This finding identifies the structure slam itself to change using communication applications from websites, blogs, podcasts, and the like.

Eissa, (2019) examined the pedagogic effect of podcasting and storytelling applications on improving speaking Saudi students' fluency in English as a foreign language class. He found several reasons why adult students are unable to speak English as the language being studied. It is difficult for adults to adopt a digital storytelling strategy as adopted by a group of young students. He found it difficult for EFL teachers in Saudi Arabia to create a conducive learning atmosphere because of podcast application technology to improve English storytelling skills.

Allen, (2019) argues that teaching with the podcast application, especially narrative nonfiction lessons, is very prospective. His studies have proven how and why out-of-

school and private secondary school educators adopt professional nonfiction podcasts run in out-of-school activities and complete class assignments. The study results show that teachers use digital podcasts such as storytelling with very positive results from the level of student participation and their responses to convey disciplinary content knowledge, as the main reading for literary analysis, and as training material for listening literacy skills attention.

Malenczak & Nascimento, (2020) found a tendency for students to listen to podcast applications for storytelling in teaching community resources lessons as a rehabilitation study and education management policy. According to them, a podcast is a method of listening to stories that are more effective in communicating content to students. They also strongly believe that students will be happy because they involve using the latest technology-based applications. These findings have confirmed many previous studies in the teaching literature on how participant learners interact with podcasts academically. This finding is inseparable from the development of students thirsty for technology with the attraction of having the podcast application, especially its usefulness in completing school assignments.

Parra, (2016) examined how to podcast applications in video content were initiated by students to advance English grammar acquisition in secondary education. The application of digital podcasts in teaching has begun to become a phenomenon inviting much attention from the younger generation of students entering the digital age. Although the digital podcast application is the latest technology in universities, learning methods involving multimedia such as digital podcasts initiated by high school students must be followed in other schools.

Podcast for storytelling is an interesting learning method and strategy for students. Bowman, (2018) found that the teaching and learning in a storytelling approaches are great educational strategies, where students and teachers may work and explore the educational issues and ideas in connection with technology in difficult pandemic time. This method can show students' understanding of the content and messages of religious knowledge for teachers that are conveyed through technological intermediaries. From some of the 10 papers we reviewed, the paper stated that with the podcast application, teachers and students could safely express their opinions and thoughts in a podcast technology format, and create connectivity with many communities around their boarding schools. The students can also

share learning experiences conveyed to the community, collaboration, vision or shared values of the students. More than the review paper above, we found digital podcasts to be a versatile medium in empowering students' listening and listening communication to be actively involved in distance learning during the COVID-19 disorder.

Ganayem & Zidan, (2018) examined 21st Century learning skills in which students' perceptions of the role of distance learning. Studies like this have enriched learning by interdisciplinarity with the E-Learning method and learning many different subjects. According to them, technology has penetrated the world and has made it possible to bring it to the world of education and even to non-formal education. It is a step forward in the modern world's multiple skills that educational administration authorities can take advantage of. This use of technology, such as podcasts during a pandemic, can make students answer the problem of being overwhelmed by learning when a prolonged pandemic hits them with podcasts and storytelling methods that meet Islamic religious standards content and messages of wisdom in the digital age.

Likewise, with the study of Blundell et al., (2020) regarding learning to move forward beyond enhancing pedagogies

assisted by digital technologies' sophistication without differentiating between reference, habits of mind, and transformative students' learning. They invite teachers to continue what has become students' habit with technology that can be the most effective and innovative solution. Indeed, technology integration, including storytelling, will continue to develop digital literacy skills and encourage all Islamic school communities to manage learning differently by using the millennial generation. (Rohaani et al., 2012; Velthuis et al., 2014; Jaipal-Jamani & Angeli, 2017; Putra & Aslan, 2019; Putra et al., 2020).

Innovating digital stories into learning allows students to enrich the learning experience with new skills and talents that they will eventually bring to the world of their future work careers. Learning skills with the help of technology will not be useful if basic skills are continued with teachers' help by integrating learning media into lessons in the continuously innovated curriculum. Digital storytelling is an approach from the art of learning, full engaging media applications, storytelling skills, learning planning, time management learning, collaborative learning innovation and listening literacy skills, and integrated text production delivered with application

podcast technology. (Hur & Suh, 2012; Passey, 2013).

Using podcast applications for learning during pandemic listening-based learning resources tends to convey fun information to students in boarding Islamic schools about how to podcast; the disruption of the outbreak has not stopped learning. The ten findings above mentioned that they, on average, said they were very interested in the advantages that the podcast application has. The reason is that the podcast application can exceed the time and space limit when students have to continue to have access to various information and developments in the boarding school. Because the podcast application is designed to be heard anytime, even though it does not have to be in the teacher's presence virtually, the application can also be downloaded and saved by students if they need the data on their respective smartphone devices.

Furthermore, the use of podcasts can also be listened to over and over again and wherever students want. This tool makes the podcast application highly accepted in distance teaching due to remote limitations and pandemic conditions. Another advantage is that it can be used for other learning activities, for example, doing remedial homework, and can be enjoyed even when traveling, and in any busy situation, each student's ear can be

attached. On the other hand, podcasts overcome the limitations of operational skills. It means that if students are not computer literate, they can turn around in one practical step. This podcast is easy to find or experience directly even though the students are far away, for example, about the content of lesson content about culture outside the country, art and music interludes recommended by their respective instructors. In another context, podcasts are also learning media that are innovative and effective, efficient, and very productive. Podcast applications are also called effective because this media can be used as a digital variety of technology-based learning and learning. It is simple and easy to apply by anyone and can be listened to anywhere and anytime, even for students who are used to being busy, can enjoy while doing work helping other families or other routine work. Podcasts are very efficient because they are easy to manage and practical, and cheap in bandwidth.

In a pandemic situation that almost a year run, this last reason can be a solution in Islamic boarding education's distance learning process. Through podcasts application, internet data quota is not used up much, making it easier for students. Unfortunately, not many schools and Islamic boarding schools have used podcasts as a learning medium. To prove

it, many people can look for it on the Spotify application even it is mostly used for non-education uses. In this most popular podcast application, people can search for various podcasts. Learning podcasts are unfortunately not widely available. Therefore, this podcast account is quite interesting because it contains some learning content when teachers could manage this new technology and innovation in technology diffusion using podcasts that need to be appreciated. Whether there is a pandemic or not, podcasts are a medium for distance learning that should be well prepared. Through podcasts, teachers can invite students to build creativity and reasoning. Teachers can invite their students to become podcasters by filling in podcast content. It could even be, podcaster groups are made at school as an extra-curricular, like a radio studio. The agility of schools in utilizing digital technology and developing digital assets is a future school picture.

CONCLUSION

This paper recommends integrating the podcast application to enrich Islamic education storytelling during the COVID-19 pandemic in this country. The findings of ten studies on learning method in Islamic schools believe that learning during a pandemic disturbance can be helped by

using a distance learning system with the help of learning media with various digital applications, one of which is the podcast application. The potential for storytelling has been around since humans can talk and continue to do well in the future. It is the teachers' responsibility to make sure all students know and understand how important it is to continue telling stories to the next generation. The ability to tell stories helps students see other parts of the world that they may not have heard of in other ways, to understand different things that they may not be able to experience with their eyes, and for that, students can understand stories and ideas that they may never reach in their daily lives.

For this reason, technology has arrived and offers a generation of Islamic schools to provide them with media such as podcasts to touch a different world with stories; maybe the students themselves will pass on in the footsteps of the teacher and wise parents to pass on history through stories with the help of media. Students are now in an era of constant change; teachers, along with others, can become implementers of change, or students can be quiet and see progress without any of their contribution. Current student involvement in technological learning activities will eliminate boredom because students want to be involved with what is

happening around them and online classrooms in a pandemic era, which is sometimes full of problems and obstacles. So digital storytelling always increases student engagement through the online intermediary podcast application. With the help of this podcast, students will have fun learning even though they are being dismissed by government policies to respond to COVID-19, which does not know when it will go away, and the world of education will return to normal times.

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