

Podcasts As a Medium to Foster the Historical Imagination of Students During the Covid-19 Pandemic

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Abstract: Online learning caused polemics in education, so teachers began showing action in creative pedagogy through the learning media, such as podcasts. This study aims to describe podcast media that can be used to grow students' historical imagination in learning History and Social Sciences. Historical imagination is the cognitive ability to add or fill an insufficient space of historical facts. This research uses qualitative methods with a phenomenological approach. The subject of this study was an eleventh-grade student of the social studies program at SMA Negeri 1 Tuntang and a teacher—data collection through online interviews via a Google form. The results showed that podcast media is a form of creative learning in history and social studies. Podcasts as a medium to grow students' historical imagination through the material "Stories from the Past" and "Come on Listen" content. The results showed that 74.6% of students responded positively about implementing podcast media. Despite having a high presentation in positive responses, 22.2% of students still have difficulty understanding the material using podcast media, and the rest feel ordinary, so they give advice. Based on this, it can be concluded that podcast media can be used to grow students' historical imagination despite several internal and external obstacles. An internal bottleneck in the podcast creation process takes quite a while. In contrast, external barriers are caused by students' growing demands for podcast-based learning.

Abstrak: Pembelajaran daring menimbulkan polemik dalam dunia pendidikan, sehingga guru mulai berunjuk aksi dalam pedagogi kreatif melalui media pembelajaran yang digunakan seperti pemanfaatan media podcast. Penelitian ini bertujuan untuk mendeskripsikan media podcast yang dapat digunakan untuk menumbuhkan historical imagination peserta didik dalam pembelajaran Sejarah dan Ilmu Pengetahuan Sosial selama pandemi covid-19. Imajinasi sejarah (historical imagination) merupakan kemampuan kognitif untuk menambah atau mengisi ruang fakta sejarah yang tidak lengkap. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologis. Subjek penelitian ini merupakan siswa kelas XI program IPS di SMA Negeri 1 Tuntang dan seorang guru. Pengambilan data melalui wawancara secara online melalui google form. Hasil penelitian menunjukkan bahwa media podcast sebagai bentuk pembelajaran kreatif dalam pembelajaran Sejarah dan IPS. Podcast sebagai media untuk menumbuhkan historical imagination peserta didik melalui konten materi, konten "Cerita dari Masa Lalu (CDML)", dan konten "Come on Listen". Hasil penelitian menunjukkan terdapat 74,6% siswa memiliki respon positif tentang implementasi media podcast dalam pembelajaran. Walaupun memiliki presentasi yang cukup tinggi dalam respon positif, namun ada 22,2% siswa masih mengalami kesulitan memahami materi menggunakan media podcast, dan sisanya merasa biasa saja sehingga hanya memberikan saran. Berdasarkan hal tersebut, dapat disimpulkan bahwa media podcast dapat digunakan untuk menumbuhkan imajinasi sejarah peserta didik selama masa pandemi covid-19 walaupun memiliki beberapa hambatan, baik secara aspek internal maupun eksternal. Hambatan secara internal proses pembuatan podcast yang membutuhkan waktu cukup lama. Sementara hambatan secara eksternal disebabkan oleh tuntutan siswa yang semakin banyak tentang pembelajaran berbasis podcast.



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INTRODUCTION

The Corona Virus Disease 2019 (covid-19) pandemic, including in Indonesia, has become a world polemic in recent years. Since March 2020, the President of the Republic of Indonesia, Ir. Joko Widodo stated that the covid-19 pandemic is a national disaster. The presence of the covid-19 pandemic has impacted all fields, including education. According to the Circular Letter of the Ministry of Education and Culture Number Four of 2020 concerning implementing education policies during the emergency period of the spread of Covid-19, the school learning process was transferred to learning from home. This is the first-time education in Indonesia has switched to a distance education system or online learning in unison. Initially, Indonesia implemented a Large-Scale Social Restrictions system with online schools running only two weeks at the beginning. However, after entering the New Normal era, Indonesia has implemented an online learning system in various regions, and some places have returned to studying in schools. The New Normal era is a form of a new order of behavior and lifestyle. This situation raises new problems that have yet to subside. Students and teachers experience issues. The Indonesian Child Protection Commission noted that 77 percent of students were miserable, and 23 percent were excited about online learning (KPAI data, February 2021). KPAI (February 2021) illustrates that the percentage of sadness and pleasure is based on the problems experienced in education due to the Covid-19 pandemic. These problems include student saturation in online learning, waste of internet quota, teachers only giving assignments through the WhatsApp group (WAG) application, rarely providing explanations, and lack of student enthusiasm for learning.

Problems in online learning are also seen in Social Studies and History lessons. Fikri and Hasudungan (2021, p. 22) explained that the issue of learning history, both separate and integrated into social studies learning, is increasingly complex during the Covid-19 pandemic. Meanwhile, Asmuni (2020) launched the problem of online learning problems caused by teachers, students, and parents. Issues from the teacher aspect include 1) Difficulties in creating the content of the subject matter, 2) Limited ability of teachers in the technology field, and 3) Teachers' limitations in overseeing online learning. Problems in the student aspect include 1) Lack of interest and activeness of students during learning; 2) Residential areas that need internet signal access; and 3) There needs to be a cellphone or

laptop facility that can be used. Meanwhile, parents' problem is the economic factor of buying data packages, cellphones, or laptops for their children. Online learning is said to be less effective for implementing learning. Baety and Dadang (2021) elaborated in their research that 63% of 118 students consider online learning less effective. This is due to several economic, social, health, and personality factors.

History is a scientific discipline that examines the development of the process of change and the dynamics of people's lives as a whole and systematically that occurred in the past (Kuntowijoyo, 1995: 18). In the process of transfer of historical knowledge in learning is the necessary cognitive and affective level of the student. Maksum (2015) analyzes that history learning requires a dialogical process by utilizing students' imagination as a form of cognitive learning in the teaching and learning process. This is an opportunity in active learning that aims to understand the material of history and be more meaningful, not only mentioning facts but can be well exposed by students cognitively. Conventionally, history learning seeks to develop imaginative abilities for students about the past (Supriatna, 2020, p. 119). Imaginative abilities in historical education are referred to as historical imagination. Historical imagination is the cognitive ability to add or fill the space of incomplete historical facts. Facts that are often memorized and remembered can be grown through one's ability to imagine (Supriatna, 2020, p. 85). Imagining in historical material does not mean identifying historical figures or events but rather as an effort to understand and re-explain past stories through historical figures in a language that is easier to understand. The historical imagination can be constructed by teachers when they become storytellers or history speakers.

The historical imagination in studying historical material, both in History and Social Studies lessons, has several benefits. Hotimah et al. (2018) describe the benefits of historical imagination in learning against 1) To encourage students to express opinions based on imagined historical events; 2) Imagination can enable students to retell past events; 3) Make learning with more meaningful historical material; and 4) Reveal the possibilities that occur when students become historical figures. Meanwhile, Ma'mur (2008) explained that learning based on historical imagination is one of the lessons of achieving High Order Thinking Skills (HOTS). However, during the covid-19 pandemic, teachers need help to apply historical imagination in history

and social studies learning. According to Prabowo et al. (2020), a teacher's preparation in preparing historical material learning is one of the factors in the problem of online learning during the Covid-19 pandemic, especially in applying historical imagination. Pangestu and Kurniawati (2019) said that History material in social studies learning and History learning is vulnerable to student saturation, especially during the Covid-19 pandemic. This aligns with Fikri and Hasudungan (2021), who said online learning in historical materials is less effective. This is because interest in learning began to decline due to complex materials and problems such as limited use of cellphones or laptops, limited internet quota, and boredom. Based on this, teachers who teach historical subjects or materials need creative learning because online learning has various problems. On the one hand, teachers can freely use technology in the learning process in the era of the Covid-19 pandemic.

The advantages gained in using technology can be seen in creative learning. Afghan and Sutama (2020) describe that the application of technology in learning affects school administration and facilities, learning methods, the role of teachers, and students. In addition, technology can be used as a medium in the management and preparation of learning designs and the implementation and evaluation of full educational programs. Wulandari and Almenda (2020, p. 99) add that technology is a pretty good and powerful tool in teaching, especially in: 1) Assisting teachers in designing and developing learning plans whenever and wherever they are; 2) Putting the teacher in close contact with the students; 3) Provide students with the material before and after classroom learning; and 4) Provide development students independently collaborate and monitor their projects to achieve goals in general. In addition, Erna (2020) in her research elaborated that learning online and technology can help teachers and students use time and energy for effective learning. Online learning gives students independence and creativity in learning so that students can utilize learning media from the internet and the material provided by the teacher. Using technology to develop learning creatively creates a space for teachers to align learning, including implementing historical imagination in History and Social Studies learning. According to Supriatna (2020, p. 8), creative learning includes imaginative planning, organizing, and teaching and learning processes in the curriculum with learning strategies to develop student creativity. Creative teachers will encourage creative students as well. As explained by Kur-

niawan (2020, p. 68) that through innovative thinking, teachers can encourage students to use broad idea-creation techniques and new ideas and decipher, analyze, and evaluate the ideas they must improve and maximize creative efforts.

This research focuses on the presence of media using technology to foster students' historical thinking as an alternative to solving educational problems during the covid-19 pandemic. The media used is podcast media through the Spotify application. Podcast media comes as a radio revolution that is used as a learning medium in the era of the Covid-19 pandemic to foster the historical imagination of students. Podcast media is a media space for teachers to tell stories related to historical material, both in social studies learning and history itself. Hutabarat (2020) describes the benefits of using podcast media in education, including 1) Podcasts as an innovative learning resource for teachers, 2) Podcasts help students understand; and 3) Podcasts can improve teacher readiness and preparation. Based on the problems present in the world of education during the Covid-19 pandemic and the importance of historical imagination in history and social studies learning, this study aims to: 1) Describe the implementation of podcast media as a form of creative learning in history and social studies learning; 2) Analyzing podcasts as a medium for cultivating students' historical imaginations through content used in learning, and 3) Identify obstacles that arise in the implementation of podcast media as an effort to foster students' historical imagination in learning history and social studies.

METHOD

This research uses qualitative research methods with a phenomenological approach. Researchers tried to use this method even during the COVID-19 pandemic, with limited space to meet. Researchers chose the qualitative research method because this study aims to fully explain the use of podcast media as creative learning during the COVID-19 pandemic to foster students' historical imaginations. This aligns with Creswell's (2015, p. 59) thought that qualitative research begins with assumptions and interpretive frameworks that shape the study of research problems related to the meaning imposed by individuals or groups on a social problem. The descriptive method aims to systematically describe the facts or characteristics of a particular population or a particular field factually and accurately (Isaac & Michale, 1981, in Rakhmat and Ibrahim, 2016). The phenomenological approach is used to interpret the experience of teachers and students as informants

directly. The perception of teachers and students is a life experience carried out in this matter; as Creswell (2015, p. 105) explained, phenomenological studies are approaches that can describe the general meaning of individuals based on their life experiences related to concepts or phenomena. Thus, the study did not test the hypothesis. But explain systematically, looking for relationships factually and carefully.

This research was conducted at SMA Negeri 1 Tuntang with an informant of one of the teachers who taught history subjects as a pioneer of podcast-based learning and 63 social studies program students who were in grade 11 Social one, grade 11 Social second grade, and grade 11 Social three, consisting of 39 female students and 24 male students. This informant is a research subject because phenomenological studies aim to explore the awareness of the research subject in depth related to his experience. Data collection in this study used indirect interviews through chat media on the Whatsapp application and filling out questionnaires on google forms with open-ended questions. The open questionnaire is for teachers who use podcast media and students involved as listeners or broadcasters. Data analysis in phenomenology conducted in this study was: 1) Bracketing, listing informant responses; 2) Data reduction which is an unnecessary simplification, classification, and disposal in the preparation of data to produce meaningful information and facilitate the drawing of conclusions; 3) Labeling is a sign for an informant's response; and 4) Validation, writing data results and drawing conclusions. The validity of the data in this study was obtained through data triangulation techniques by utilizing other sources obtained through research, namely, observations and interviews with other informants as well as from literature reviews from several journals.

IMPLEMENTATION OF PODCAST MEDIA AS CREATIVE LEARNING IN HISTORY AND SOCIAL STUDIES LEARNING

According to Walton et al. (2005), podcasting is a method of distributing recordings in audio form and transmitting them over the internet. The way podcasting or podcast media has evolved for a long time, but the presence of music applications facilitates podcasts over time. This app is the Spotify app. Unlike other music player applications, this application, which began to boom in Indonesia in 2016, has podcasting facilities. Like broadcasters or broadcasters like radio broadcasts, podcasts are

considered millennial radio broadcasts and reported by Musicomh (2020) regarding Edison and Nielsen's findings that statistically, there are more than 850,000 active podcasts in various languages in the digital world. The content in the Spotify application podcast varies, ranging from comedy chats, personal experiences, and romance stories to starting to penetrate the world of education. Podcasts on app platforms like Spotify are now beginning to pick up and mix and match for learning resources, especially during the covid-19 pandemic, because teachers must have creativity in packaging online learning. Compared to other media, flexibility and accessibility in podcasts are its advantages (Hutabarat, 2020). This is why teachers use the Spotify application platform to create podcast content as a learning medium. As learning material, it is made into content that will be broadcast via podcasts using the surrounding language. Content in podcast media as creative learning in the era of the covid-19 pandemic. This aligns with Supriatna's (2020, p. 12) opinion that ways to accommodate diversity using teaching styles due to cognitive experience is a learning feature. Creativity learning is needed during the current covid-19 pandemic, especially in learning history and social studies.

Both lessons are prone to problems, such as being of little interest to students, and can even be caused by dense and voluminous material. One of the history teachers (27 years old) also explained this:

... during the COVID-19 pandemic, we cannot easily review or narrate past historical events with gambling. This is due to the limited conditions of online learning in which material delivery cannot be carried out conventionally, such as children being asked to listen to their teacher teaching for one to two hours, all of which are blurred. Even if you run away or not, the teacher can't monitor optimally. (Interview with a History teacher with the initials THA, 24 Maret 2021)

Based on this, History and Social Studies learning requires breakthroughs and innovations creatively packaged in the hands of creative teachers so that learning can be carried out comfortably and the material can be delivered. Using "Poseidon" podcasts as history and social studies learning content will make learning more meaningful. "Poseidon" is one of the podcast content on the Spotify app platform. The content is an acronym for the Indonesian History Podcast, released in 2019.

Poseidon content results from synthetic, analytical, and practical thinking in creative digital packaging. As explained by Stenberg and O'Hara in



Figure 1. Poseidon podcast display

Sani (2019, p. 18) that creativity contains three crucial aspects, namely synthetic, analytical, critical thinking, and practical. Synthetic thinking in podcast media is the ability to develop ideas by decomposing standard learning materials into material using language and broadcast materials around it. These include the ability to describe selectively by distinguishing relevant or irrelevant information, collaborating on some information that is still relevant to the new nature, and selective comparisons in relating further information to old ones. Analytical or critical thinking in using podcasts as a learning medium is to look at the strengths and weaknesses of the production process, both individually and in groups. This is to evaluate to solve the problems faced.

Meanwhile, in practical thinking, the ability to apply intellectual skills when producing podcast content with historical material so that it can be used in learning during the covid-19 pandemic. The material in this podcast consists of material on the history of Indonesia. These materials can be used for history learning in high school and history materials in social studies learning in junior high schools. These materials are broken down to select the material to be used as content and change it in the local language. This is intended so that the context of the material presented does not change the meaning and content contained but only changes the way it is delivered so that listeners can enjoy the content of the material in the podcast media as meaningful educational content.

The use of podcast media as creative learning in social studies and history learning can be carried out in three stages: planning, implementation, and evaluation. In the planning stage, the teacher makes a Learning Implementation Plan, as explained by Sanjaya (2010, p. 58). That learning planning consists of several components, including objectives, methods, and media compiled through the syllabus and Learning Plan. The planning stages of implementing the "Poseidon" podcast in social studies

and history lessons are 1) Selection of material that can be broken down into podcast content material. These materials generally need to be selected because not all ingredients can be packaged into one content; 2) The chosen material is broken down into the content of the story; 3) Prepare audio recordings for content materials; 4) The process of editing audio recordings containing historical material; and 5) Upload the audio recording to the Spotify app for students to listen to it. In the implementation stage, at the implementation stage, the teacher has an important role. Teachers can use Project Based Learning or Online Methods. The implementation can be started by the teacher opening the class through a class group in the form of a WhatsApp group. The opening was carried out with greetings, asking for student attendance and news, and motivating so that students are always enthusiastic about carrying out online learning at home during the covid-19 pandemic. The teacher can give directions to listen to one material on the podcast "Poseidon" by providing a link in the group. Students are given time to listen to the material broadcast through the podcast "Poseidon." The listening process builds the historical imagination of the student since the student can listen to the material one to three times. Teachers can give assignments in the form of material resumes or opinions about the material that students listen to using their language. After listening to students, they are encouraged to ask questions through groups provided by the teacher; then, the class closes by reminding students to keep their distance, wash their hands, not crowd, maintain health, and greet. The following is the response of students to the implementation of podcast-based learning.

Based on the table 1, 74.603% of students positively responded to implementing podcast applications as creative learning. While 22.22% of students have a negative response that the use of audio podcast media is challenging to understand and boring, there is a suggestion that it is better to use video podcasts only in learning. The offer only has a percentage of 3.17% of all students who are the subject of the study. These student responses become material for evaluation in the implementation of the use of podcast media. In the evaluation stage, at the evaluation stage, several possibilities can be projects or tasks for students to meet learning outcomes. Student work can be a summary of the material, writing a personal experience, and a voice recording project with historical material. In addition to students, teachers also need to evaluate the process of implementing the podcast-based learn-

Table 1. The Response of Students in The Implementation of Podcast-Based Learning

Student Response	Category	Amount	Percentage
Easy to understand	Positive response	14	22, 22 %
Elusive	Negative response	13	20, 63%
It's better to use video podcasts.	Suggestion	2	3, 17%
Interesting because it is educational and imaginative	Positive response	15	23, 809%
Nice and repeatable	Positive response	4	6, 34%
Delight	Positive response	6	9, 52%
Tedious	Negative response	1	1, 58%
Effective	Positive response	4	6, 34%
Increase confidence in broadcasters	Positive response	2	3, 17%
Add insight	Positive response	2	3, 17%
TOTAL		63	

ing process “Poseidon.” It aims to make learning better and more meaningful.

PODCAST AS A MEDIA TO FOSTER STUDENTS’ HISTORICAL IMAGINATION

History learning materials, both in history and social studies learning, are the result of interactive patterns of students and the environment that produce behavioral changes (Priadhita, 2013, p. 16). Basically, material to history is not just a process of memorization, whether memorizing facts, numbers, dates, or events in the past. However, on the other hand, material to ab history in junior and senior high schools can implement students who can think chronologically, know the past, and understand the development of the surrounding environment, such as sociocultural effects society. The history learning at the middle and high school levels helps to increase a deep understanding of the past and present in future interpretations. Historical learning has specific objectives that can be achieved by learners, which include: 1) Wisdom-centered historical insights; 2) having an awareness of history; and 3) Understanding stories from the past (Ismaun, 2001, p. 106). This can be achieved through the development of historical thought in historical material. It is necessary to know that one of the standards of learning historical material that students need to achieve is historical thinking skills. Makmur (2008) describes that historical thinking skills are committed not only by the will of historical literacy but students who can analyze historical facts, events, and figures, search and evaluate historical evidence, and interpret and reconstruct the cognitive of history in everyday life. Growing the ability to think history can be realized through his-

torical imagination or imagination. The imagination of history can be cultivated through creative learning of history, as the learning process facilitates students to imagine history. Students are invited to imagine through past events and take values that can be applied to the present (Supriatna, 2020: 84). Teachers can tell stories to build students’ historical imaginations. The teacher’s words in the story can be used as an introduction to the narrative to develop the imaginative abilities of the student.

During the Covid-19 pandemic, podcast media became an alternative as a learning medium that could foster students’ historical imagination. Podcast media is a modern packaged storytelling method through the Spotify application platform. The reason is that the storytelling and lecture methods in the 2013 curriculum have now begun to be abandoned. This method is considered more teacher-centered rather than student-centered. Meanwhile, the lecture method can be used as a form of a story with a broadcaster-like nature as learning material through podcast media. The teacher positions himself as an announcer in the content of the podcast. Using podcast media can invite students to imagine the past as content material so that the audio heard can be processed cognitively using historical imagination. Historical stories memorized through audio can be enriched with a person’s ability to develop his imagination. Supriatna (2020, p. 85) explains that the teacher can talk about history by building the imagination of history. In the era of the Covid-19 pandemic, through podcast media, teachers can make themselves imaginative so that from their abilities bercerita, mereka dapat menumbuhkan sesuatu yang baru dari siswa.

The content in the podcast media can be

adapted to historical material for both high school and junior high school learning. The “Poseidon” podcast was carried out by one of the History teachers at SMA Negeri 1 Tuntang with three contents used in education. This content includes material content, open content to tell past lives and experiences, and open content as an announcer. The three contents are carried out based on the need for direct interaction from students in the learning process. Amirsi and Oktapyanto (2020: 17) reported that learning that begins with teacher-centered education turns to students. This aligns with Halimah’s (2017) opinion that learning in the millennial era is student-centered, requiring student intervention to achieve learning objectives.

First, the content of the material in the podcast “Poseidon”. Material content consists of several episodes because each has a different material content. The content material contains material about the history of Indonesia. The content of this material is intended for students at the high school level. It can also be used for historical material in social studies learning at the junior high school level. In addition, podcast content materials in “Poseidon” can also be consumed by the public. Some of the material content that can be used by students at the junior high school level include episode 04, which discusses Indonesian society in the pre-historical period of Hinduism, Buddhism, and Islam; In episode 20, about the changes in Indonesian society during the colonial period and the growth of the national spirit; and Indonesia’s content from independence to reform. At the content creation stage, the teacher acts as an announcer or announcer, presenting material with a storytelling system but using the surrounding language. The storytelling process with a teacher’s announcer accent can build students up front to grow their creative imagination through audio.

Second, the content is open to tell life and past experiences, known as the “*Cerita Dari Masa Lalu* (CDML)” content. CDML content is material from available letters and stories from other people’s past experiences or lives. In this content, students can submit their version of the story to be packaged into a podcast in the content of “Poseidon”. This aligns with the concept of student-based learning, as is implementing the 2013 curriculum. Even during the covid-19 pandemic, through technology, teachers and students can collaborate in creating projects generated from their historical imagination in the form of podcasts. CDML content allows students to interact directly with the learning system so that learning has feedback and is



Figure 2. Poseidon podcast display

more meaningful for understanding historical material. CDML content is a form of student implementation in the historical imagination outlined in written form. The student’s writing will be packaged into the material broadcast on the podcast. Besides attracting the attention of students who are increasingly bored with online learning, CDML content can be an exercise for students to develop historical thinking skills through their historical imagination. Therefore, the historical imagination is futuristic. Time and space cannot limit a person’s ability to imagine. CDML content invites students to interpret past experiences as a form of historical imagination.

Third, open content as a broadcaster became known as “Come on Listen” content. “Let’s Listen” content is content with hosts from students. On this content, students collaborate with teachers to create podcast projects. This starts from the selection of materials, the splitting of the language used, and the broadcasting carried out by students. The teacher on content oversees supervising and assisting in the recording production process. The participation of students in participating as a form of implementation of historical imagination in history learning and social studies. The content of “Come on Listen” is a simulation for students to express their imagination about historical stories. Presenting literature-based historical materials such as books or the internet in their respective styles is a form of implementation of their historical imagination. The con-

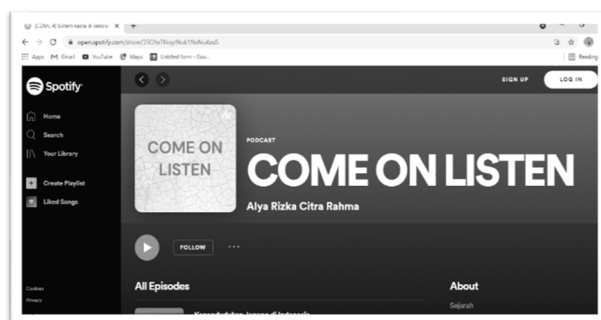


Figure 3. “Come on Listen” Content

tent “Let’s Listen” also aims to train students’ verbal abilities to deliver the material as announcers.

This content series begins with constructing historical imagination through the teacher’s content since the teacher is the announcer, and the student is the listener. While listening to this audio, students are given preliminary advice for doing their imagination in historical stories. Historical content is introduced in audio that students hope will be more focused and better understand the teacher’s message. CDML content is a form of application of what students imagine as stated through writing based on the thought process of historical imagination. It is then strengthened through the third content as a full student-centered implementation in the learning process. The historical imagination in achieving the ability to think history is not accessible; it takes a relatively lengthy process and several activities. Based on this, a series of content can foster historical imagination in history and social studies learning, thus making lessons more meaningful and less tedious for students during the covid-19 pandemic.

The presence of the podcast media “Poseidon” during the covid-19 pandemic as a learning medium for students at home has several advantages, including 1) Easily accessible podcast content used to use the Spotify application platform, which can be downloaded for free through the Playstore or app store on each mobile phone. Internet quota is not as wasteful as watching videos because, basically, the podcast content on the Spotify app only produces audio; 2) The use of linguistic language aims to attract the attention of students who are millennials and prevent boredom when listening to historical material; 3) A reasonably short duration, seven to twelve minutes for a single material or episode; and 4) Informative and historical material that is broadcast is not just read aloud, but goes through a lengthy production process by breaking down fairly dense and long material into short-form content. In addition, the use of the podcast media “Poseidon” has benefits for learning during a pandemic, namely: 1) it can foster historical imagination, the learning process by listening can help students focus more and can imagine making the material and learn more meaningful; 2) make students enthusiastic in learning history and social studies; and 3) Train students to recognize their past stories through written personal experience.

OBSTACLES TO IMPLEMENTING PODCAST MEDIA IN HISTORY AND SOCIAL STUDIES LEARNING

The obstacles experienced by teachers in making the podcast media production process in history and social studies learning are divided into two categories: internal and external. Internal obstacles are caused by things from within the podcast media production team, while external barriers are caused by something outside the “Poseidon” team. These constraints can be seen in the planning, production, and feedback stages after the podcast airs. Internal controls include: 1) The production of podcasts takes a long time, significantly when the material is damaged. Historical material is quite dense and widely packaged into the content of short duration; 2) The use of environmental and communicative language must be appropriate. The language used is not standard but casual, but it seems polite and communicative, and the material presented can be explicit and easily understood by listeners. This is an obstacle that sometimes becomes an obstacle in the podcast production process; and 3) Determination of the time duration range in podcast broadcasting. If the duration is long, the learning material can be explained in detail and detail, but students will feel bored, tired, or bored. Meanwhile, if the duration is too short, students feel it is enough to listen to, but only a tiny amount of material is presented. External obstacles are visible in terms of students as well as listeners. The obstacles are 1) supervision of students who want to refrain from listening to podcasts. This is because teachers need to find out who has accessed the podcast on the Spotify platform, and 2) There is a demand for better and better content. This motivates teachers to create content, but it can also make students become consumerism or thirsty for other people’s content. Moreover, the development of podcasts is also inseparable from various challenges; the first challenge is competition with video-based content that is already popular among millennials, then challenges in measurement methods (Zellatifanny, 2020).

Some of these obstacles need to be studied further to overcome or prevent them, including how to overcome them with team performance. The team’s performance in making production can involve teachers who have the same basic principles so that they can equalize references in the process of creating material. In addition, they can also work together in the manufacturing process so that the time used can be shortened. Students are involved in minimizing external obstacles. It aligns with the

theory of uses and gratifications. Karman (2013) describes that uses and gratifications focus on what the public does to the media, as is the case with this podcast media in school learning. Students as subjects of such research can be likened to an active audience to meet existing needs and motivations. Although on the one hand, podcast media used for learning has several obstacles in its implementation, on the other hand, podcast media can be a source of information in learning, establishing social relationships with colleagues, becoming entertainment, and training self-confidence. Just as the benefits of using podcast media in History and Social Studies learning are relevant to the theory of uses and gratifications that the activeness of the audience is motivated by the reason for information seeking, getting out of trouble, or becoming routine, entertainment, and building personal identity.

Ananda et al. (2022), in their research, stated that podcast-based learning, although assessed in terms of media feasibility, is still considered sufficient, but it can be said to be innovative, creative, and effective learning. This is because the feasibility of the material, its qualifications, and its effects are categorized as very good. Lavirxana et al. (2020) and Putra (2020) describe podcast media as entertainment and information media based on satisfaction with podcast content. Podcasts as a medium of entertainment and information as a benchmark for their usefulness which emphasizes the theory of uses and gratifications that technological media can be used to meet human needs. When connected with services and gratifications highlighting what the audience does with the media, people seek information by utilizing technology, especially around discussed topics, such as Covid-19. Based on this, podcast positions with various obstacles can be used in different circles of society and fields in education, entertainment, economy, and proselytizing.

CONCLUSION

The historical imagination in social studies learning about historical material can simplify students' understanding of the learning material. The presence of podcast media amid the Covid-19 pandemic as a learning medium for students at home has several advantages, including 1) Easily accessible; 2) Internet quota is not as wasteful as watching videos because basically podcast content in the Spotify application only produces audio; 3) The use of cheating language to attract students' attention and prevent boredom when listening to historical materials; 4) The duration is relatively short; 5) Informative; and

6) Cultivating historical imagination, the learning process by listening can help students focus more and be able to imagine to make the material and learning more meaningful.

Podcast media with material content "Poseidon," "CDML," and "Let's Listen" can be an alternative to social studies learning during a pandemic. The three-podcast content can cultivate historical imagination with material content, train students to interpret historical imagination through CDML content and implement student historical imagination results through "Come on Listen" content. The use of podcast media presents obstacles from both internal and external elements. Although, on the one hand, it has various obstacles, podcast media can be a source of information in learning, entertainment, solving problems, and training confident broadcasters. This aligns with the theory of uses and gratifications that media, because technology, is beneficial to the audience and has use value.

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