

Podcast-Based History of Indonesia Revolution Learning in Secondary EducationZaenal Fathoni¹**Abstract**

The objectives of this study are to: (1) Analyse and describe historical learning media that have been used for revolution material upholding the banner of the Republic of Indonesia in class XI at SMA 3 Semarang (a Senior High School); (2) Describe how the planning and development of podcast-based historical learning media for revolution material upholds the banner of the Republic of Indonesia; (3) Analyse the feasibility of using podcast-based historical learning media for revolution material upholding the banner of the Republic of Indonesia. This research conduct with Research and Development using a 4D development model from S. Thiagarajan, Dorothy Semmel, and Melvyn I Semmel Jerold which was modified by researchers which includes the stages of Define, Design, and Development. Media that teachers often use: power point, concept maps, and infographics. These learning media have weaknesses in the difficulty of students to review the material and understand historical events as a whole and chronologically because it only contains important points of the material. The results of this study show that podcast-based historical learning media for revolution material upholding the banner of the Republic of Indonesia is suitable for use in learning. This product received a rating of 98.07% from material experts, 87.5 from media experts, and 95.83% from practitioners. All assessments fall into the category of excellent and worthy of use in history learning in the classroom. Then strengthened by the results of product trials in the sample class through learning evaluation activities, students' understanding of the material in the podcast got an average score of 84.5% (Minimum Criteria is 75%).

Keywords: *Learning Media, History Learning, Podcast*

Introduction

History can be defined as a branch of science that studies the development and origin of people's lives in the past through studies using certain methods and methodologies. The past events studied contain noble wisdom values that are useful for shaping attitudes, personalities, dispositions, and training students' intelligence (knowledge and values) (Munawar and Suryadi, 2019, pp. 31-32). As a branch of science, learning history is learning about historical events in the past to students in an effort to provide understanding so that the younger generation can recognize and interpret an event in order to change students' behavior after studying it. Through learning history, the learning process is not just a transfer of ideas or knowledge (Zahro, & Sumardi, 2017, pp. 3-5), but also includes learning that leads to the maturity of students' thinking to be able to understand the personality of the nation within the scope of identity and

¹ *Prospective Teacher, Universitas Negeri Semarang, zaenalfathoni2@students.unnes.ac.id*

identity. And learning history is expected to foster knowledge and meaning values by students that are useful for everyday life as individuals and citizens (Asmara, 2019, p. 108).

Advances in science and technology have led to many changes in various aspects of human life, one of which is in the field of education. In the field of education, the influence of technological developments encourages the use of technology in the delivery of learning materials or what is commonly referred to as learning media. Susanto and Akmal (2019, p. 16) define learning media as anything that can be used to convey or channel a message from a source to recipients that is carried out in a planned and effective manner. This is to create a conducive environment for effective learning activities and efficient.

Learning media in its use aims to make it easy for teachers to deliver learning material, and students can also easily accept and understand the learning material delivered by the teacher. The development of historical learning media really needs to be done, innovative and creative learning media can foster interest in learning, motivation, and stimulation of fun learning activities for students or students (Arsyad, 2013, pp. 19-20).

The development and selection of instructional media is part of the response to the conditions or climate of the world of education which are experiencing dynamic changes and developments. So, it is necessary for a teacher to develop learning media that are innovative, interesting, and efficient. In the selection of historical learning media, it is necessary that the learning media chosen are in accordance with the characteristics of students, learning materials, and contain renewable elements as a response to advances in Science and Technology, and make the learning media chosen attractive among students (Susanto and Akmal, 2019, pp. 31-32).

In the current digital era, according to Marc Prensky (2001, pp. 1-2) humans are classified into two generations, namely the digital immigrant and digital native generation. He explained that digital immigrants are the generation that knows the world of the internet after they grow up, while digital natives are the generation that are already familiar with the internet when they start learning to write. In this grouping, we can understand that in the world of education at this time there are two groups in understanding the internet or the digital world, namely the teachers who are classified as digital immigrants and the current students who are classified as digital natives.

The students in this study are digital natives who are already familiar with the digital world, while most teachers who teach are classified as digital immigrants. However, it is also a note that even though teachers are classified as digital immigrants, teachers must always be adaptive and responsive to the progress of the times in science and technology as a manifestation of the

duties and responsibilities of the teacher as a facilitator in teaching and learning activities. Students' understanding of the digital world that is good enough can provide opportunities in the use of learning media that develop in line with the development of science and technology. This research was conducted at SMA 3 Semarang which is located at Jl. Youth No.149, RT.5/RW.3, Sekayu, Kec. Central Semarang, Semarang City, Prov. Central Java. Based on the results of observations, questionnaires and initial interviews with teachers and students, the use of podcasts as learning media has never been used at SMA 3 Semarang, the learning media used are power point based (PPT), concept maps and infographics. Then the observation results show that SMA 3 Semarang students are already familiar with podcasts which are currently being listened to by many members of the public. Light and fun podcast themes seem to be the ones that are often listened to, for podcasts with themes about historical events students have not encountered much and have not used it as an alternative to understanding historical events in learning.

History learning media using power point (PPT), concept maps, and infographics that have been implemented by teachers at SMA 3 Semarang still have weaknesses or deficiencies, where this was conveyed by teachers and students, that students have difficulty reviewing learning material that has been taught by the teacher. convey. Students' difficulties are found in the aspect of knowledge in understanding chronologically the flow of historical events and the meaning of life values from the learning material that the teacher has conveyed.

In addition, the load factor of learning material which is quite a lot in the subject matter of "The Revolution Upholding the Banner of the Unitary State of the Republic of Indonesia" makes the media in the form of power points, concept maps, and infographics in which there is only basic information or important notes. that is, students have difficulty understanding the flow of historical events in learning material coherently and reviewing the material.

In compulsory Indonesian history lessons for class XI, the material for the Indonesian independence revolution needs to be explained in a complete chronological history, this is because the main points of discussion regarding the material are interrelated which include the subject matter of the physical struggle and diplomacy in the struggle to defend Indonesian independence. Some of these learning obstacles lead to less optimal learning evaluation results. The following is the average Kompetensi Dasar (KD) or Basic Competence 3.10 daily test results for the revolutionary material upholding the banner of the Republic of Indonesia for several classes in grade XI SMA 3 Semarang in the previous school year (2021/2022), namely: XI MIPA (Mathematics and Science Classes) 1 = 71, XI MIPA (Mathematics and Science

Classes) 2 = 75, XI MIPA (Mathematics and Science Classes) 3 = 70, and XI IPS (Social Sciences Classes) 1 = 77.

Weaknesses and deficiencies in SMA 3 Semarang are the background for researchers to develop and implement podcast-based learning media. This is reinforced by the results of interviews with teachers and students and filling out student questionnaires. The research data shows that both teachers and students are familiar with podcasts and are interested in using podcasts as learning media. The teacher in his interview supported researchers in developing podcast-based learning media, in his view this is relevant to the current development of podcasts which are popular with many groups such as the Daddy Corbuzier podcast etc.

According to Efi Fadilah, Pandan Yudhapramesti, Nindi Aristi (Fadilah, et al., 2017, p. 94) the emergence of the term podcast was recorded in 2004, had experienced ups and downs in its existence at the beginning of its emergence, in another note it was stated that audio podcasts had developed since 2005, and Apple became a pioneer by adding podcast material to iTunes with limited themes. Podcasts have also experienced many developments in terms of themes and materials, to the packaging or form of podcasts which have developed in the form of plays/dramas, dialogues/talk shows, monologues and features/documentaries. The topics in the podcast are very broad in terms of aspects of human life, the topics are very broad including topics on science, politics, economics, philosophy, entertainment, and many more (Fadilah, et al., 2017, p. 96).

Bolliger et al. (2010, pp. 720-721) in their research explained that podcasts have touched the realm of education as a learning medium, podcasts in improving students' skills in speaking or communicating skills and increasing students' motivation in learning. And using podcasts as a learning medium can increase students' learning motivation.

Understanding of podcasts tends to be synonymous with delivering material in the form of audio which can be accessed through media platforms that support audio formats. In its development, podcasts are also made in video form. Podcast according to Brown, A., and Green, T. D, (2007) in Zellatifanny (2020, p.118) is an audio or video file that is uploaded on the web in order to make it easy for individuals to listen or watch on a subscription basis or not by using a comuter. or a portable digital media player.

Podcasts in their use as historical learning media can be seen that the podcast themes that are developing at this time have historical themes, but historical podcasts in the form of videos have not been developed much. In line with this, Rajic (2013, p. 92), through his research argues that podcasts in the world of education offer an innovation in to support learning

activities. So that if the teacher can innovate by developing or presenting historical-themed podcasts to convey learning material, it will be an innovation in history learning activities.

Podcast-based history learning can be an alternative for teachers in overcoming the problems of learning history within limited learning activities and time, as well as teacher constraints in conveying learning material with a dense coverage of subject matter. The use of podcast-based historical learning media is expected to facilitate students in reviewing learning material with a more flexible time. And through podcasts, learning media that are visualities can be developed, using a simple, non-formal language style that is close to students, and contains historical information that is more complex or complete and not boring.

Some of the descriptions of the phenomena above became the basis for researchers to conduct research on the application of podcast-based learning media to material about the independence revolution which the researchers compiled in the title “Podcast-Based History of Indonesia Revolution Learning in Secondary Education”.

Method

This research is a research development or (Research and Development). According to Sugiyono (2019, p. 396) in his book it is stated that research and development is research used to produce certain products and test the effectiveness of the products produced. The development research model used in this study is the 4D model developed by Thiagarajan, et al (1974) which includes the Define, Design, Development, and Disseminate stages (Trianto in Fajri and Taufiqurrahman, 2017, p. 7). Based on the adjustment of the need to answer the problem formulation or research objectives, the research stages of the 4D model in this study were modified into 3D which included define, design, and development.

The define stage in this study was carried out to explore the potential or source of problems which were used as the basis for this research. Then the design stage (design) to make the initial product design and the preparation of several questionnaires and instruments needed to test the feasibility of the material being made. While the development stage is carried out to determine the feasibility of teaching materials that are being developed through expert validation, providing student response questionnaires, and limited learning evaluations.

The data source in the research is defined as the data subject used in the research. The subject of this research is SMA 3 Semarang which is located at Jalan Bodjong 149 (Jl. Pemuda 149) which has a long history as one of the educational institutions in the city of Semarang. SMA 3 Semarang is one of the leading schools in Central Java, various achievements at the District to International levels in the academic and non-academic fields have been achieved. This can be

seen from SMA 3 Semarang which has an accreditation score of 99 with an accreditation rating of A, year: 2021 with No SK: PD.33.21.00153 dated: December 18, 2021. Apart from that, it can also be seen from alumni of SMA 3 Semarang who have been accepted at various tertiary institutions and official school. And recorded in the UTBK rating list released by LTMPT in August 2022, SMA 3 Semarang managed to rank 14th in Central Java and 114th at the national school level with the highest average UTBK score.

This school has good supporting facilities for learning activities, and cultural preservation through many school buildings or buildings used as cultural heritage to preserve historic sites. This school is very adaptive and supportive in utilizing science and technology advances to create a climate for learning activities that are interactive, inspiring, creative, innovative and fun, this can be seen from the complete school facilities.

The research sample was students of class XI MIPA 2 SMA 3 Semarang. The selection of the sample class was based on several considerations, namely adjusting the needs of the sample class based on the research objectives, and on the advice of the history teacher for reasons of availability and ease of data collection. According to Sugiyono (2019, p. 127) The sample is part of the total research population (Sugiyono, 2019, p. 81). This study uses a purposive sampling technique, which is a sampling technique for data sources with certain considerations (Sugiyono, 2019, p. 133).

This research focuses on the application of podcast-based learning media. Podcast as a history learning media in this research is made in the form of a video podcast (audio-visual). Within the scope of material on the revolution upholding the banner of the Unitary State of the Republic of Indonesia, the subject matter chosen or used for the sample for making a video podcast is material about "The Battle of Surabaya". The selection of the main material about the Surabaya battle was based on several considerations from the results of observations, questionnaires, and interviews.

These considerations include: 1) The results of the evaluation of students' learning in the previous year which showed that students' understanding of the material was still not optimal (aspects of students' understanding of historical material chronologically, ability to retell, and meaning values); 2) There are several interesting discussions in the materials surrounding the Surabaya battle, including those related to the lack of attention in conveying history regarding the various perspectives on the death of Mallaby and the role of KH. Hasyim Asy'ari and his students in the Surabaya battle; and 3) As well as suggestions from the history teacher in considering the Surabaya battle material which is the first sub-material in KD, and is classified

as a solid subject matter, so that it can become the basis and introduction to students for the use of podcast-based learning media in other materials.

Data collection techniques used in this study were interviews, observations, questionnaires or questionnaires, and document studies. In this study, the data analysis technique used is qualitative and data analysis techniques quantitative data analysis techniques. Qualitative data analysis techniques are used to process research data from interviews, observations, and document studies. While quantitative data analysis techniques are used to process expert assessment data and other statistical data. Data analysis in this study also included testing the validity of the questions and triangulation, namely triangulation of sources and triangulation of methods or techniques.

To calculate the feasibility percentage of the teaching materials developed, the research calculates the value of expert validation and makes a rating scale of 1 to 4 which is obtained using the following formula:

1. The formula for calculating the percentage score/average = $\frac{\text{score obtained}}{\text{total score}} \times 100\%$.

2. Determine the interval class.

The interval class consists of four groupings, namely (very good, good, moderately good, and not so good).

3. Determine the length of the class, formula= $\frac{\% \text{ highest} - \% \text{ lowest}}{\text{desired number of classes}} \times 100\%$

The scores obtained are then classified and interpreted based on the following table:

Table 1. Classification of Feasibility of Learning Media Based on Expert/Expert Assessment

Percentage Range	Eligibility criteria
$81,25 \leq \Gamma_{11} \leq 100\%$	Very Good
$62,50\% \leq \Gamma_{11} \leq 81,25\%$	Good
$43,75\% \leq \Gamma_{11} \leq 62,50\%$	Pretty Good
$25\% \leq \Gamma_{11} \leq 43,75\%$	Not Good

Source: Calculation of Research Data in Class XI MIPA 2 SMA 3 Semarang, (2022)

Results and Discussion

According to Basri and Sumargono (2018), learning media is everything provided and used by teachers to help improve the quality of the learning process and achieve learning competencies. Another understanding of learning media is conveyed by Sadiman, et al. (2009, p. 7), explained that the media is everything that can be used and integrated for the distribution of messages or information from the sender to the recipient to be able to stimulate the thoughts, feelings, concerns, and interests of students so that a learning process can occur that provides understanding to participants. educate.

In its development, the world of education continues to experience development and progress in harmony with science and technology. So, in line with this, in the process of learning history should pay attention to several principles, one of which is related to learning history that is adaptive to the development of students and the times (Susanto, 2014, p. 56).

In the field of education, the influence of technological developments encourages the use of technology in the delivery of learning materials or what is commonly referred to as learning media. The development and selection of learning media is part of the response to the conditions or climate of the world of education towards the progress of the times in the field of science and technology, so it is necessary for a teacher to innovate through the development of efficient learning media and are selected based on the characteristics of students, learning materials, and contain renewable elements as a response of the progress of Science and Technology (Susanto & Akmal, 2019).

The development of the times has brought people very familiar and close to technology, one of which is the digital internet field. Today social media is developing quite rapidly with various types of content, and social media is not only a source of entertainment, but many have used social media as a place to get information, even knowledge. One of them is the podcast, which has experienced rapid development and is much-loved by the public.

Learning History and Using Media for Learning History at SMA 3 Semarang (Analysis of Student Needs/Define)

Based on the results of interviews, questionnaires, and observations, it provided information to researchers that podcasts had never been used as a medium for learning history at SMA 3 Semarang. The teacher in his interview said that students still have problems in learning history when faced with historical material that is classified as dense, such as revolutionary material upholding the banner of the Unitary State of the Republic of Indonesia. Teachers work around this dense material by using PPT-based learning media, concept maps, infographics, and dividing students into several groups to be given presentation assignments in front of the class. The learning media used by the teacher apparently still has weaknesses. The teacher said that students had difficulty in the process of reviewing material, and understanding historical events chronologically, and the meaning of values in them. Therefore, researchers in this case try to provide solutions in the application of video podcast-based history learning media.

The selection of podcast-based media was strengthened by the results of interviews and questionnaires with students which stated that students were familiar with and familiar with podcasts. The researcher also refers to Rajic's (2013, p. 92) opinion that education podcasts

offer innovation to support learning activities. Another opinion was conveyed by Strickland, et al., (2021, p. 3605), explained in his research that podcasts are a type of content in digital media that can be used to collect and share information within the scope of science. Podcasts at this time have experienced an expansion in the concept of their use, not limited to personal entertainment purposes, but have reached use in a wider purpose, namely as a medium for obtaining knowledge in an effort to increase interest, and the effectiveness of the learning and teaching process, (Rahimi and Asadollahi, 2011, pp. 199-200).

In interviews with teachers, he said that he needed solutions or alternatives to some of the obstacles to learning history experienced by students in the form of using new learning media that could facilitate students in learning to be more efficient, interesting, and easy to use. The history teacher added that it is important to innovate history learning media according to the interests of students and the development of science and technology.

Researchers provide solutions to problems regarding historical learning media by creating podcast-based historical learning media in video form. The video podcast was chosen because it has the advantages of being flexible in use, blending audio-visual, words or writing, images or photos, videos can be inserted, and through visualization it will add to the appeal, make it easier to understand the material, and attract the focus of students.

This is in line with the opinion of Geoghegan and Klass (2007) in Fadilah, et al. (2017, p. 94) the advantages of podcasts are the potential for their wide use, these advantages are: 1) can be accessed automatically; 2) control is in the hands of listeners, (3) always available and used at any time. Another opinion regarding the advantages of podcasts is also conveyed by Burns (2007) in Zellatifanny (2020, p. 119), that podcasts have the following advantages:

1. Podcasts can facilitate listeners to listen as they wish in flexibility of time and place.
2. Podcast production is relatively inexpensive.
3. Podcasts that are digital in nature, provide convenience and reach a wide range of accessors or listeners.
4. Podcasts are user-friendly, various platforms make it easy for people to choose, these podcast platforms include: Spotify, YouTube, Anchor, Google Podcasts, and Apple Podcasts.

Product Planning and Manufacturing (Design)

In making podcast-based learning media in the form of videos for revolutionary material upholding the banner of the Unitary State of the Republic of Indonesia, the main material chosen or used for the sample for making video podcasts is material about "The Battle of

Surabaya". The selection of the main material about the Surabaya battle was based on several considerations based on observations, questionnaires, and interviews. These considerations include: 1) The results of the evaluation of students' learning in the previous year which showed that students' understanding of the material was still not optimal (aspects of students' understanding of historical material chronologically, ability to retell, and meaning values); 2) There are several interesting discussions in the materials surrounding the Surabaya battle, including those related to the lack of attention in conveying history regarding the various perspectives on the death of Mallaby and the role of KH. Hasyim Asy'ari and his students in the Surabaya battle; and 3) As well as suggestions from the history teacher with the consideration that the Surabaya battle material is the first sub-material in KD, and is classified as a solid subject matter. So that it can be a basis for introducing students to the use of podcast-based learning media in other sub-materials in the KD.

Podcasts in the form of videos are created and developed in several stages, namely:

1. Preparation of tools and equipment for capturing video podcasts

The basic equipment in making a video podcast includes: 2 cameras and a tripod, 3 ring lights for lighting, 2 clip ons to record the voices of the sources and hosts to make it clearer, the video background uses plain colored cloth, and 2 chairs for the speakers and hosts.

2. Preparation of sources and complementary elements of the podcast (words, photos and videos supporting the podcast material)

The resource person in the podcast is a Lecturer of History, Universitas Negeri Semarang, namely Mr. Nugroho Bayu Wijanarko, M.A. Furthermore, the preparation stage also includes collecting complementary elements to support the podcast material which will later be included in the video, including: Words (titles, character names and sources, main points of discussion, and important information on the events of the Surabaya battle so that they are easy to see and remember), Photos about the Surabaya battle, and Videos about the Surabaya battle.

3. The process of recording a video podcast with sources.

4. Video editing process.

In the video editing process, researchers used the Wondershare Filmora 11 application. This video editing application is quite helpful in the process of editing recorded videos combined with complementary elements in video podcasts, such as adding background audio, images, transitions, etc.



Figure 1. Draft Video Podcast for the Battle of Surabaya November 10, 1945

After going through the editing process, the video podcast is divided into several parts in one video unit. Some of these sections are:

1. Opening Video
2. Opening of the podcast by the host
3. Submission of core material by resource persons
4. Closing by the host.

Development product (Development)

After the initial product has been made, the product enters the development stage which includes due diligence by experts, providing student response questionnaires and limited trials. Expert assessments are carried out by experts who are competent in their respective fields which include media experts and material experts. The assessment was also carried out by practitioners, who in this case were history teachers at SMA 3 Semarang.

First, the researcher validated the material to material experts, the material validator in this study was Nanda Julian Utama, S.Pd., M.Hum. He is a lecturer in the History Program at Universitas Negeri Semarang. He is in the process of material testing of the products made in this study providing the following assessments:

Table 2. Material Expert Assessment

Eligibility Aspect of Content	97,66%
Presentation Component Aspects	100%
Linguistic Aspect	97%




Source: Research Data (2022)

The assessment above, if the average score is 98.38%, this score is included in the "Very Good (SB)" category and is suitable for use in the field without revision. The expert validator in his assessment also commented that the product made by the researcher in terms of the material aspect was quite good, seen in the completeness and breadth of the material, chronologically, and reinforced by credible sources discussing the material, and the questions raised by the host to the resource person in the podcast were quite contextual.

Then the second is media validation, the researcher asks for help from Atno, S.Pd., M.Pd. lecturer in History Education Program at Universitas Negeri Semarang to become a media validator. He is in the media feasibility test process carried out in 2 stages. In the first test, he gave several inputs for improvement, some of these inputs were: 1) Added transitions at the beginning and end of the podcast video, this is intended to clarify the dividing part between the opening highlight and the start of the podcast; 2) The image displayed in the podcast video is too small. He suggested making it full screen so that it is clearer when the podcast is viewed via a mobile phone; 3) The use of color in the words or writing of the podcast video is not clearly visible. He suggested that you should use a color that stands out and contrasts with the video background, you can use yellow or gold; and 4) Added a closing statement or conclusion from the podcast made at the end of the video. Some of these inputs were then followed up by researchers by making several revisions to the products that the researchers had made.

The following is a table of product improvements before and after receiving input from media experts:

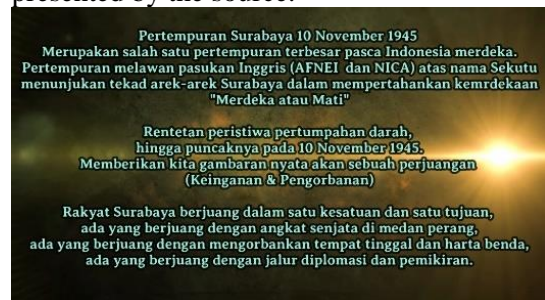
Table 3. Product Improvements Based on Expert Media Feedback

No	Product Improvement Feedback/Suggestions	Corrections/Revisions
1.	Added transitions at the beginning and end of the podcast video, this is intended to clarify the part separating the opening highlight and the start of the inclusion of the podcast.	<p>Researchers added transitions at the beginning and end of the video in the sections before the opening and after the closing of the podcast.</p> 
2.	The images shown in the video podcast are too small. He suggested making it full screen to make it clearer when the podcast is viewed through a mobile phone.	<p>Researchers enlarge the display of images and videos supporting the material to full screen.</p> 
3.	The use of color in words or writing video podcasts is less obvious. He suggested that you should use colors that stand out and contrast with the video background, can be used yellow or gold.	<p>Researchers changed the color of the writing to golden yellow and increased the font size.</p> 



4. Added closing statement or conclusion of the podcast made at the end of the video.

The researcher added a conclusion at the end of the video from the podcast material presented by the source.



Source: Researcher Products (2022)

After product improvements based on media experts, media expert validators carry out further testing after product revision, media expert validators provide an assessment of the product with an average score of 89.5%, this score is included in the "Very Good (SB)" category and is feasible used in learning in class. The following is a media expert assessment table:

Table 4. Media Expert Rating

Aspects of Technical Quality	86,87%
Media Aspect	92,12%

Source: Research Data (2022)

Third, the assessment by practitioners, namely the history teacher at SMA 3 Semarang, namely Dra. Eko Wulansari, M.Si to provide an assessment of the products the researchers made. As a result, he gave a value of 96.5% which is classified as "Very Good (SB)" and podcast-based learning media is suitable for use in history lessons in class. He also commented that the products the researchers made were innovative, creative, interesting, and popular.

After the product has received validation from experts and is categorized as suitable for use as a learning medium, researchers to provide easy access for students in the trial phase and the use of podcasts that researchers make as learning media, researchers use the YouTube media platform to access video podcasts. It can be accessed on the YouTube channel "Zaenal Fathoni" or via the following link: (<https://youtu.be/deKd9WXKhI0>).

The last stage in this research is the product trial stage in the field. This trial phase aims to see students' responses to the products that researchers make. The researcher gave a questionnaire of students' responses to the product in the sample class (XI MIPA 2), the results of which showed that students were interested, easily understood podcast material, and agreed to study history using podcast-based media and gave an assessment in the good category of the podcast that the researcher made.

To obtain more in-depth data, the researcher conducted a limited trial/small class as a learning evaluation of the material presented in the podcast. The trial was carried out on a limited basis by giving 10 questions to 20 students in class XI MIPA 2 to see the level of students' understanding of the learning material delivered through podcasts. This evaluation shows that the average score obtained by students is 84.5%, this figure has reached the Minimum Criteria is 75%.

The following are some screenshots that describe the final product that the researchers made after getting improvements and validations from experts and practitioners:



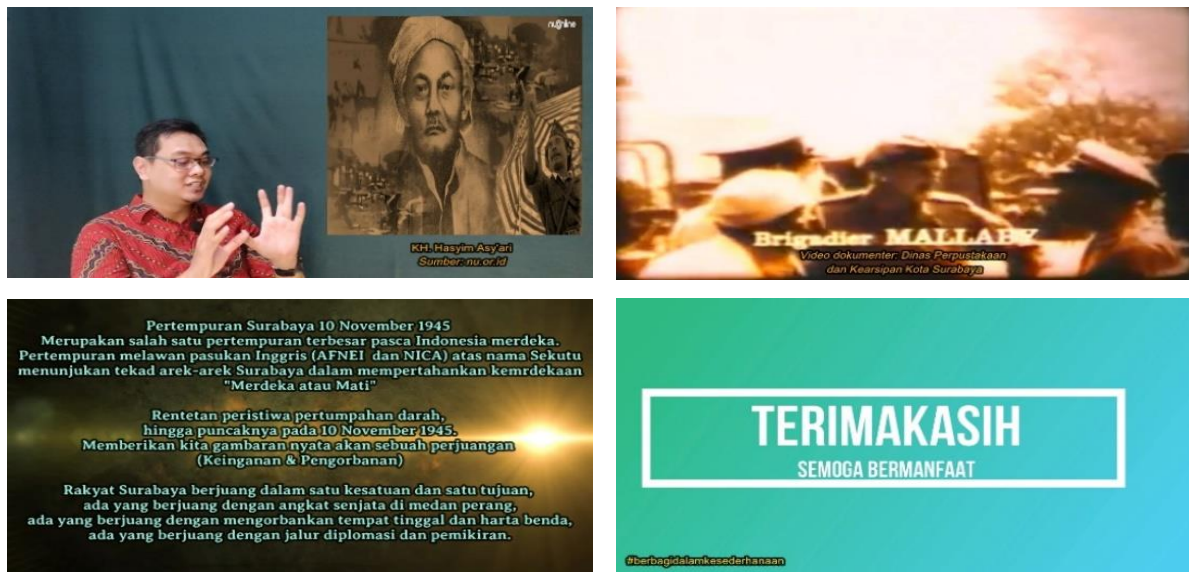


Figure 3. Collection of Product Display Photos Video Podcasts

All experts consider that podcast-based history learning media for revolution material upholding the banner of the Unitary State of the Republic of Indonesia is in the very good category and is suitable for use as a learning medium. The results of the student response questionnaire to podcast-based learning media also stated that they were interested, the podcast material was easy to understand and agreed to learn to use podcasts, and was in the good category. The results of the due diligence were strengthened by learning evaluations of the material presented through podcasts showing an average result above the Minimum Criteria. The results of expert assessments and product trials in the field confirm that podcast-based learning media products for revolutionary material upholding the NKRI banner developed by researchers are appropriate for use in history learning in class. This is in line with the efforts of researchers in providing solutions and alternative historical learning media for the problem of efficiency and effectiveness in delivering history learning material which is classified as solid.

Conclusion

Based on an analysis of the use of historical learning media that teachers have used to deliver revolutionary material upholding the banner of the Republic of Indonesia at SMA 3 Semarang (student analysis/define), the learning media used still has constraints or deficiencies. The teacher realizes that the media the teacher uses still has weaknesses, and students deliver solid material and media such as PPT, concept maps, infographics and the like which only display

important points of material making students experience difficulties in understanding the material chronologically, and reviewing repeat learning material.

Podcast-based history learning media for revolutionary materials upholding the banner of the Republic of Indonesia is developed in the form of a video podcast. Several stages in planning and creating a podcast (design) include: (1) Preparation of tools and equipment for capturing video podcasts; (2) Preparation of sources and complementary elements of the podcast (basic reference material, words, photos and videos supporting the podcast material); (3) Podcast video recording process; and (4) Video editing process. After going through the editing process, the video podcast is divided into several parts in one video unit which includes the opening video, the opening of the podcast by the host, the delivery of the main material by the resource person, and the closing. This video podcast has passed the development stage which includes the validation and assessment stages from experts. As a result, this product received an assessment of 98.38% from material experts, 89.5 from media experts, and 96.5% from practitioners. All assessments of the products that the researchers made were in the very good category and were suitable for use in history lessons in class. Researchers also conducted product trials in sample classes, researchers gave student response questionnaires and conducted learning evaluations of students' understanding of podcast material. The results of the learning evaluation get an average score of 84.5% (Minimum Criteria is 75%).

Reference

- Arsyad, A. (2013). *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Asmara, Y. (2019). Pembelajaran Sejarah Menjadi Bermakna Dengan Pendekatan Kontektual. *Kaganga: Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora*. 2(2), 105–120.
- Basri, M., and Sumargono. (2018). *Media Pembelajaran Sejarah*. Yogyakarta: Graha Ilmu.
- Bolliger, S. and Christine. (2010). Impact of Podcasting on Student Motivation in The Online Learning Environment. *Computers Education*. Vol. 55, 714 – 722.
- Fadilah, E., Yudhapramesti, P., and Aristi, N. (2017). Podcast sebagai Alternatif Distribusi Konten Audio. *Jurnal Kajian Jurnalisme*. 1(1), 90–104.
- Munawar, A., and Suryadi, A. (2019). Pengembangan Media Pembelajaran Sejarah Indonesia Berbasis Videoscribe Materi Kerajaan Islam Di Jawa Kelas X Tahun Ajaran 2018 / 2019 Di SMA Negeri 3 Salatiga *Indonesian Journal of History Education*. 7(2). 174-184.
- Personal interviews. November 22, 2022. Together with Mrs. Drs. Eko Wulansari, M.Si, m History Teacher of SMA 3 Semarang.
- Prensky, Marc. 2001. Digital Natives, Digital Immigrant. Dalam *On the horizon MCB*

University Press. 9(5). 1-6.

- Rahimi, M., dan Asadollahi, F. (2011). Iranian students' readiness for using podcasting in higher education: Access, familiarity, and experience. *Procedia Computer Science*. 3(1), 197–202.
- Rajic, S. (2013). Educational use of podcast. *The 4th International Conference on e- Learning (eLearning-2013)*. Belgrade, Serbia. 90-94.
- Rismaya, V. (2018). Pengembangan Kemampuan Berpikir Kritis-Historis Peserta Didik (Studi Kasus di SMA Semesta Bilingual Boarding School Semarang). *Historia Pedagogia*. Vol 7(1), 75–82.
- Sadiman, A. S., et al. (2009). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Pustekkom Dikbud dan PT Raja Grafindo Persada.
- Strickland, B. K., Brooke, J. M., Zischke, M. T., and Lashley, M. A. (2021). Podcasting as a tool to take conservation education online. *Ecology and Evolution*. 3597-3606.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Suryani, N. (2016). Pengembangan Media Pembelajaran Sejarah Berbasis It. *Sejarah Dan Budaya : Jurnal Sejarah, Budaya, Dan Pengajarannya*. 10(2), 186–196.
- Susanto, H. (2014). *Seputar Pembelajaran Sejarah*. Sleman: Aswaja Pressindo.
- Susanto, H., and Akmal, H. (2019). *Media Pembelajaran Sejarah Era Teknologi Informasi*. Banjarmasin: Program Studi Pendidikan Sejarah Fakultas Keguruan dan Ilmu Pendidikan Universitas Lambung Mangkurat.
- Taufiqurrahman, K. F. (2017). Pengembangan Buku Ajar Menggunakan Model 4 D Dalam Peningkatan Keberhasilan Pembelajaran Pendidikan Agama Islam. *JPPI*. 2(1), 1-15.
- Website SMA 3 Semarang. (2021). Sejarah. <https://sman3-smg.sch.id/tentang-smaga/sejarah/>. (diakses pada 17 November 2022).
- Zahro, M. and Sumadi, M. (2017). The Implementation Of The Character Education In History Teaching. *Jurnal Historica*. 1(1), 1–11.
- Zellatifanny, C. M. (2020). Trends in Disseminating Audio on Demand Content through Podcast: An Opportunity and Challenge in Indonesia. *Journal Pekommas*. 5(2), 117-132.