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PODCAST FOR LEARNING CONTENT DESIGN BY DIALOGUE FORMAT TO IMPROVE STUDENT'S ANALYSIS ABILITY OF ECONOMIC LESSON IN SENIOR HIGH SCHOOL

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Abstract

The development of learning technology or the "Edutual Device" has led to new communication methods between teachers and students. The development of audio media content design in the form of a podcast for learning aims to develop a dialogue format content design to increase students' analytical power on economic subjects with the main topic of Economic Literacy in senior high school. With the audio media (podcast) analysis, power can be developed. It is essential to develop analytical ability because, with analytical skills, students can study, solve problems, and carry out investigations on the economic situation both personally and their surroundings. This research is part of the D&D research at the design stage. At this stage, the writer designs the learning design, GBIM, and media script that will be produced. This research's final result is the design of instructional media products in the form of writings such as lesson plans, GBIM, and scripts that have been developed based on the results of competency analysis and content from economics subjects in high school.

Keywords: *Media Content Development, Dialogue, Podcast for Learning, Analytical Power, Economics*

INTRODUCTION

The developed technology influences many aspects of life, including education. Nowadays, a lot of technology that was initially created and developed not for education is used as a tool or media in education, or it can be called an "Edutual Device" or can be interpreted as a learning method that involves entertainment and technology.

Technology also creates new ways in the communication process between teachers and students, namely through the internet. Apart from influencing the communication process, the development of the internet is also an alternative media that teachers can use in the process of delivering learning material. Current developments have made many educational institutions combine conventional learning processes with learning connected to the internet or, from now on, referred to as e-learning (web-based learning). E-learning allows students to adjust their learning styles themselves. The media used is determined and selected according to what is considered to make it easier for students to review material and get feedback. One example of a form that utilizes electronic audio equipment and the internet is Media Podcast.

Initially, podcast media was only used to convey general messages, which were considered to replace the radio's role. However, in current developments, podcast media is also used in the learning process to adjust their learning time and learning style according to their wishes. Media Podcast is an audio media developed and contains material recorded and then stored on a web-based site, which can then be downloaded and listened to without a specific time limit.

Podcast media can increase students' potential and analytical power in learning (Gardner Campbell, 2005) because the material delivered by teachers or other students can inspire other students. In connection with podcast media development, the media can influence cognitive and emotional aspects through clarity of instructions and more personal delivery of material (the sound produced gives a more personal impression to students).

Cognitive and emotional aspects are taken into account in podcast media development. Psychologically, learning will develop and achieve the desired goals; cognitive aspects must be accompanied by students' emotional aspects so that students get the motivation to learn during the learning process. It will feel more attention when the learning process occurs (Sanjaya, 2008, p. 70) & (T. Setiabudi & J. Maruta, 2012).

The use of the dialogue is the format that researchers will use in developing media products. Dialogue is a conversation conducted by two or more people. Dialogue can also be interpreted as in-depth communication to listen to and share views. This format will be very suitable for podcast media because the format's nature is in the form of everyday conversation but has a goal to be achieved, namely learning objectives.

The development of Podcast media must also be able to pay attention to how the characteristics of students are following their level; for the senior high school level is divided into three characteristics, namely,

1. Intellectually adolescents (12-20 years) begin to think logically about abstract ideas.
2. The function of high-level cognitive activities (High Order Thinking Skills) such as making plans, strategies, making decisions, and problem-solving.
3. Already able to use abstractions, differentiating between concrete and abstract.

By this research, researchers hope to help teachers in the learning process, especially in economics, at the high school level.

Based on the explanation above, three objectives were made, namely;

1. Aims to analyze the learning needs of audio media content podcasts for learning dialogue format to increase students' analytical power in economics in SMA.

2. Aims to develop dialogue format audio media content for podcasts for learning in economics subjects in high school.

3. Aims to develop an assessment of dialogue format audio media content for podcasts to learn economics in high school.

METHOD

The methodology applied on this research is described as follow. As the first step, teachers conveyed EE lesson about waste, river and water, using the EE text book for 4th and 5th grade. The lesson was presented in 3 sessions. On the following session, students were put in groups of five and each group was given a set of *kamishibai* cards consisting of 9 different picture cards. The teachers gave instructions on what the groups should do. First, they have to observe all pictures on the cards. Afterwards, they have to arrange the cards based on the groups' discussion. And finally, they have to create a story based on the arranged *kamishibai* cards

The research design used was the Design and Development (D&D) model. The D&D model is intended as a systematic study of the design, development, and evaluation process, which aims to establish the basis for research in the product-making process and instructional or non-instructional tools and new or improved models in the development process. (Richey & Klein, 2014, p. 1).

The product development procedure consists of 6 (six) stages, namely, Problem Identification, Destination; Designing and Developing Products, Testing, Evaluating Trial Results, and Communicating Trial Results.

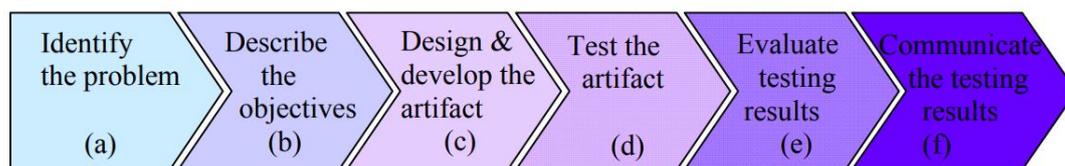


Fig 1. The 6-phase design and development research approach

Even though there are stages that have been mentioned and described above, this research focuses on the design process so that in developing to develop podcast media content. The design process consists of analyzing the competence and media content expected, compiling pre-production scripts (Learning Plan, Outline Media Contents (GBIM)), and create podcast development scripts. In the final stage of production, the product is a learning design in the form of RPP, GBIM, and development script to support podcasts' production process for Learning media content.

The data collection technique consists of 3 (three) techniques, namely, 1) Documentation Studies (Articles, Scientific Journals, Theses, and other Scientific Works and related books); 2) Interviews were conducted with material experts and media experts as a source of additional data and insight into the later stages of production, and 3) The questionnaire is used as a validity tool against the pre-production manuscripts that have been developed.

The products that have been developed will go through the product validation stage to get the final value in the form of whether or not the product has been developed. Validation is performed by validators consisting of 3 (three) people, namely; 1) Material Expert; 2) Media Expert, and 3) Users or users. The validation process uses a spreadsheet that contains research on; materials, an adaptation of learning designs, communication symbols, and usage. The

assessment uses a Likert scale for the results of expert ratings, and the Guttman scale is used for the results of user ratings.

FINDINGS AND DISCUSSION

1. Analysis of the needs for media content development:

a. Contextual Analysis

Economic literacy is a concept regarding a broader understanding of the economy to make smart choices regarding resource allocation. However, looking at conditions in the field, economic literacy in Indonesia faces many obstacles so that the level of economic intelligence of the community is low. The most visible impact of these problems is the high level of Indonesian society consumption compared to the level of production. (Peter Garlans Sina, 2012) & (Warsono, 2010).

Based on the analysis results that have been carried out, the selected material has been adjusted to develop podcast audio media. The material or content delivered has been determined and selected according to the characteristics of the media, which can only use one of the senses, namely hearing, so that the material is more conceptual.

b. Analysis of Student Characteristics

-Characteristics of High School Students

The characteristics of students at the high school level are divided into 3. Intellectually adolescents (12-20 years) begin to think logically about abstract ideas; The functioning of high-level cognitive activities (High Order Thinking Skills) such as making plans, strategies, making decisions, and solving problems; Already able to use abstractions, differentiating between concrete and abstract.

These characteristics are very suitable and fit the Podcast media that will be developed because students already have the readiness to do learning at hours outside of learning. Students at the high school level can already describe the lesson better than students at the lower level.

- Characteristics of Students as Digital Native

Students as digital natives, or people born in the era of digital computer technology and its applications such as the internet, video games, short messages, email, and the like. From several literature reviews on digital native summarized by Istiana (2016), it can be stated that the characteristics of the digital native generation are as follows:

- a. The multi-tasking capability (doing several jobs at one time) is very high.
- b. Tend to want to get information quickly, so that sometimes they do not tolerate something late.
- c. Tends to understand images more efficiently than text. As a result, watching movies is considered more fun than having to read pages of history books.
- d. Prefer to learn something active and interactive through real activities. Playing games is preferable to having to listen to stories.
- e. Reward (reward) is something they expect when they complete something. Rewards make them feel rewarded for their efforts.

c. Competency Analysis

The competency that is the goal of developing podcast media content is the increase in the analytical power of high school students in economic literacy. In this connection, the material and competence in each material are as follows.

Table 1.

No.	Basic Competence	Indicator	Topic of Discussion
1.	Describe the concept of economics	Students can describe the concept of economics.	Concept of economics - Definition of Economics - Division of Economics - Economic Principles - Economic activity - Economic motives
2.	Analyze economic problems and how to solve them	Students can analyze economic problems and how to solve them.	Economic problems and how to solve them -The essence of the economic problem - choice - Opportunity cost - Priority scale - Financial management - Main economic problems - Economic system
3.	Analyze the role of the businessman in economic activities	Students can analyze the role of the businessman in economic activities.	Businessman Economic Activities - Their economic activity: Consumers, Producers, and Overseas Communities - Their roles in economic activities

2. Development of the podcast's media content dialog format

In developing media content design, there are several stages in the development process. The first carried out process was a needs analysis, which later became a reference in determining objectives, which were then made learning plans (RPP), GBIM, and media scripts that would later be produced. The lesson plans were developed to refer to the syllabus and the results of the analyses made. In the learning design that will be made, there are learning identities and media, goals, learning objectives, and learning steps, which will be carried out in descriptions.

After the RPP is compiled, the next process is to make an Outline of Media Content (GBIM) as a later production benchmark. GBIM contains the identity of the media, goals, and learning objectives added in it the subject matter to be discussed and sources of reference. The final process that was carried out after the RPP and GBIM was followed by making a media development script which later contained narrative text, story synopsis, the types of voices needed (Sound Effects and Background Music), and a list of voice actors who would later become

sources of the content.

CONCLUSION

The characteristics of students at the senior high school level generally consist of 3, namely, intellectually adolescents (12-20 years) begin to think logically about abstract ideas; The functioning of high-level cognitive activities (High Order Thinking Skills) such as making plans, strategies, making decisions, and solving problems; Already able to use abstractions, differentiating between concrete and abstract.

While the characteristics of the media and subjects in the podcast media that will be developed are audio media in dialogue format, it will make it easier for students to understand the learning material because it is through discussion and discussion. And the subjects chosen are subjects that are very suitable for the audio format being developed.

The learning media developed has several stages that must be passed. These stages formulate pre-production texts that must refer to the syllabus and learning objectives; Identification of problems; Destination; Designing and Developing Products; Testing; Evaluating Trial Results and Communicating Trial Results.

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