

The Effectiveness of Podcast Media in Leadership Style Material: The Story of Prophet Moses AS on Changes in Student Character

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ABSTRACT

This study aims to test the effectiveness of podcast-based digital learning media compared to conventional methods in improving the character of elementary school students through the leadership narrative of the Prophet Moses AS. With a quantitative approach and a *pretest-posttest control group* experimental design, the research was conducted in one class of grade IV students of SD Al Khotimah, who were given conventional learning treatment and digital podcasts alternately. The results showed that there was no significant difference between the two methods on the change in students' character, with an F score of 1.174 (smaller than the F-table of 3.947), and an average podcast posttest score of 83.083 and a conventional 81.000. These findings suggest that podcasts have potential as an innovative alternative learning medium, although they have not been shown to be significantly superior. The practical implications of this study indicate that podcasts can still be used as a complement to conventional learning, especially because of their ability to build emotional engagement and convey character values narratively. The development of podcast-based learning media needs to be supported by a longer learning duration and a reflective approach in order to be able to have a deeper character impact.

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INTRODUCTION

Character education is an important aspect of the learning process, because it shapes students' morals, ethics, and positive values in order to be able to contribute to society. However, conventional approaches such as lectures are often less engaging and not fully effective in instilling these values, especially among primary school students (Y. E. Putri et al., 2021). For this reason, educators are required to use more innovative learning strategies, including in the selection of media and methods (Kesumaningtyas et al., 2022). One of the

potential media is Podcast, which allows for the delivery of materials in a flexible, interactive, and relevant manner to the digital development of today's students.

Podcasts as a digital learning medium are considered effective in conveying moral and ethical messages with an alluring audio approach. Through the inspiring story of the Prophet Moses AS, students can learn about perseverance, courage, patience, and concern for others. By listening to these stories, students not only understand history, but also reflect on the application of these values in everyday life (Fitrah, 2019). Podcast format that can be accessed anytime and anywhere encourages self-paced learning and enriches students' learning experiences emotionally and cognitively (Rustandi & Rismayanti, 2021).

Although various studies have been conducted, studies that explicitly develop *Podcast* as a learning medium based on the story of the leadership of the Prophet Moses AS to strengthen character education at the elementary school level is still limited. Previous research has focused on only three domains: podcast digital learning media development (Aeni et al., 2023; Husein et al., 2024; Putria et al., 2020), improving character education in PAI learning (R. M. N. Putri et al., 2023; Sahiri & Faturahman, 2022; Solehat & Ramadan, 2021), as well as a study of the leadership style of the Prophet Moses AS (Fitrah, 2019; Handiyati et al., 2023; Sarnoto & Hidayatullah, 2019). However, no studies have been found that integrate these three aspects in a single digital learning model based on religious narratives.

As an answer to this gap, this study developed and tested the effectiveness of podcast-based digital learning media that raises the story of the leadership of the Prophet Moses AS in improving the character of elementary school students. With this approach, it is hoped that students will not only understand character values, but also be able to internalize them through media that is relevant to the digital era. This solution is also a response to the lack of PAI media that harnesses the power of narrative and technology simultaneously for deep character formation of students.

Podcasts have been shown to have a number of advantages in character education, such as flexibility, ease of access, and the ability to build an emotional connection with listeners (Norsworthy & Herndon, 2020; Ramli, 2022). In the context of primary education, podcasts such as *The Story of Uncle Gery* Be able to instill the value of responsibility and honesty (Lestari & Fatonah, 2023). However, challenges in discipline and student saturation in online learning are also important notes (Arikarani & Amirudin, 2021). Therefore, it takes a podcast design that is contextual, engaging, and rich in moral messages to reach students as a whole (Nurmalisa et al., 2023).

This research aims to: (1) develop digital learning media using podcasts based on the story of the Prophet Moses AS; (2) evaluate the effectiveness of podcasts in improving students' character values; and (3) examine the influence of the leadership style of the Prophet Moses AS in shaping character through digital media. This study uses an experimental quantitative approach with a pretest-posttest control group design. The urgency of this research lies in the increasing need for contextual, flexible, and value-loaded learning media. Amid the growing popularity of podcasts (Rachmawati et al., 2019) and the limitations of digitally adaptive PAI learning media, the development of media that

integrates technology, religious values, and leadership narratives is very important. Thus, this research not only offers innovations in learning media, but also contributes to strengthening character education based on Islamic values.

LITERATURE REVIEW

Digital Learning Media Podcast

Digital learning media refers to the use of technology to distribute information and facilitate the transfer of knowledge to students (Menrisal, 2022). This media includes various electronic platforms such as YouTube, e-learning, animated videos, and podcasts (Manaff & Azahari, 2024). These mediums can be used entirely online or combined with face-to-face instruction, which often involves technology such as video conferencing. The application of digital learning media requires infrastructure support, including computers, internet access, and servers (Menrisal, 2022). Digital learning media offers benefits such as improved learning quality, increased student motivation, and the ability to overcome spatial and temporal constraints (Manaff & Azahari, 2024). However, challenges such as learning boredom and discipline problems have been observed (Arikarani & Amirudin, 2021). To maximize effectiveness, digital learning media must be designed with diverse learning styles and behavioral responses in mind (Nurmalisa et al., 2023).

Podcasts are emerging as an effective tool for character education and moral development at different levels of education. Podcasts offer benefits such as accessibility, practicality, and relevance in teaching leadership concepts and ethical values (Norsworthy & Herndon, 2020). In primary education, podcasts can be used to instill character values such as responsibility, honesty, and creativity (Lestari & Fatonah, 2023). For higher education, podcasts that incorporate local wisdom content have shown promising results in strengthening students' character, with a high level of satisfaction (Ramli, 2022). Two complementary strategies for implementing podcasts in moral education are an emphasis on content and process, with a particular focus on the active participation of students as content creators (Buxarrais & Levy, 2021). This approach not only enhances learning, but also develops critical thinking skills and fosters emotional connection among students, thus making podcasts a versatile medium for character education in a variety of age groups and educational contexts.

The Leadership Style of the Prophet Moses AS

The leadership styles of the prophets, particularly the Prophet Muhammad and Moses, offer valuable insights for modern leaders. The leadership of the Prophet Muhammad is characterized as democratic and service-oriented leadership, emphasizing influence through caring and serving others (Safitri et al., 2021). The leadership of the Prophet Moses in the Qur'an describes a leader with strong determination, courage, and optimism in the face of various challenges, especially when leading the Children of Israel out of slavery in Egypt. Moses had physical strength that supported him in difficult situations, but more important was his steadfastness and determination to stay focused on the great goal he carried. He not

only showed a firm attitude, but also an openness to input from his people, an approach that reflected respect and concern for the well-being of his people. His effective communication goes a long way in inspiring trust and strengthening relationships with his followers, showing that a good leader must be able to listen and respond empathetically. By maintaining a commitment to his own spiritual and intellectual growth, Moses demonstrated the importance of continuous learning and personal development in leadership (Ismail & Tang, 2021).

In his story in Surat Taha, the prophet Moses' educational style teaches the importance of an approach that focuses on the psychology of followers and building their security. Moses used teaching methods that included wise decision-making and repetition, which helped to strengthen his people's understanding and confidence in the direction he gave. He prepares his followers carefully, creating the necessary sense of security and confidence before they carry out orders or make important decisions. His classroom management techniques and language style show flexibility, adaptability, and attention to the emotional needs of his people, which is key in motivating and guiding them (Aslan, 2021). This model of leadership of the Prophet Moses offers a timeless leadership framework, emphasizes a balance between assertiveness and empathy, and shows that an effective leader must always be mindful of the well-being and growth of his followers.

Student Character

The development of student character in an educational environment highlights a variety of approaches and outcomes. Research has shown that traits such as responsibility, curiosity, honesty, tolerance, perseverance, and discipline can be developed through targeted intervention in schools (November 2020). Character development initiatives have succeeded in fostering politeness and discipline among students (Hasnah & Sauri, 2020). The discipline aspect in school regulations plays an important role in shaping students' character, encouraging obedience, loyalty, and order, which is crucial to achieving national education goals (Silvia et al., 2023). In addition, specific approaches to subjects, such as math worksheets, have shown effectiveness in developing character values such as honesty, obedience, trustworthiness, and discipline (Sarah & Rani, 2020). These studies collectively emphasize the importance of integrating character education into various aspects of the school environment, from classroom activities to overall school regulations, in order to foster individuals of good character with positive character.

Islamic religious education (PAI) plays an important role in shaping the character and personality of students. Komariah & Nihayah (2023) emphasizes that PAI fosters good moral values and behavior, guiding individuals to adhere to religious principles and avoid adverse actions. Similarly Tabroni (2020) highlighted that PAI is very important for character education, instilling religious spirit in students through the teachings of *aqidah*, the Quran, hadith, and moral guidance. They argue that effective PAI leads to the development of positive behaviors and mindsets. Further Ulfan (2023) discussed the importance of PAI in the digital era, stating that PAI provides a foundation for character education that is in line with national values and goals. They advocate for a multifaceted

approach to instilling morality through teaching and habituation, ensuring that students thrive both intellectually and morally in a rapidly changing environment.

METHOD

This study uses a quantitative approach with an experimental method, because the data obtained is in the form of numbers and analyzed using statistics. The experimental design applied is *Pretest-Posttest Control Group Design*, which compared two groups: experiment and control, to test the effectiveness of podcast media in improving students' character. The experimental group received learning using digital media podcasts containing the leadership stories of the Prophet Moses AS, while the control group followed conventional media learning. Both groups were given a pretest to find out the initial condition, as well as a posttest to measure character changes after learning.

This research was carried out on November 11, 2024 – November 27, 2024 at SD Al Khotimah, which is located on Jl. Randusari Spaen 1 No.248, Randusari, Kec. Semarang Sel., Semarang City, Central Java 50244. The selection of the location is based on the school's readiness to adopt digital media and ease of access in the implementation of research. The population in this study is all 4th grade students of SD Al Khotimah. The sampling techniques used are *cluster sampling*, that is, by taking an entire class from a population that has been divided into class groups. Class 4 was used as a control group and experiment in order: first given conventional treatment, then podcast media.

The data collection technique is carried out in several ways: 1) pretest and posttest tests to measure changes in students' character scores before and after learning; 2) student questionnaire, to explore their perceptions and experiences of the use of podcast media; 3) observation is carried out during the learning process to record student activities, involvement, and responses; and 4) a validation form, given to subject matter experts and media experts to assess the feasibility of podcast content and media. The validity test of the instrument is carried out before it is used in data collection. Content validity is tested through *expert judgment* from two experts, namely Islamic Religious Education material experts and educational digital media experts. They assessed the suitability of the instrument items with the character indicators studied:

Table 1. Indicator

No.	Indicator	Description
1	Religious	Showing an attitude of obedience to worship, honesty, gratitude, and trust in God Almighty (Komariah & Nihayah, 2023).
2	Caring for the Environment	Maintaining cleanliness, not littering, saving energy, and loving nature (Nurmalisa et al., 2023).
3	Social Care	Sensitive to the difficulties of others, helpful, and empathetic in action (Fitrah, 2019).
4	Strive	Strive earnestly in completing tasks, never give up, and persist in learning (Kesumaningtyas et al., 2022).

5 Responsibility Disciplined in learning, doing assignments seriously, and trustworthy (Silvia et al., 2023).

After the results of the expert assessment are obtained, a validity calculation is carried out using Pearson's Product Moment correlation formula for each questionnaire item. Items that have a correlation value above the r-table value at a significant level of 5% are declared valid and suitable for use.

Table 2. Validity Test (Pearson Correlation)

Method	Correlation Value (r)	p-value	Conclusion
Conventional	0.867	0.000	Valid – Strong and significant relationship between pre & post test
Podcast	0.769	0.000	Valid – Significant and strong correlation

The collected data is analyzed through several stages:

1. Normality Test, to find out if the data is distributed normally.

Table 3. Shapiro-Wilk Test

Group	Statistics W	p-value	Conclusion
Conventional Pre-Test	0.987	0.984	Normal
Conventional Post-Test	0.955	0.347	Normal
Pre-Test Podcast	0.967	0.583	Normal
Post-Test Podcast	0.979	0.870	Normal

2. Homogeneity test, to ensure that both groups have uniform variance.

Table 4. Homogeneity Test (Levene's Test)

Method	p-value	Conclusion
Conventional	0.983	Homogeneous – No significant difference in variance
Podcast	0.222	Homogeneous – Variance between pre and post test is equivalent

3. Reliability Test, to measure the consistency or stability of a research instrument in producing reliable data when used repeatedly under the same conditions.

Table 5. Reliability Test (Cronbach's Alpha)

Method	Cronbach's Alpha (α)	Conclusion
Conventional	0.929	Reliable – Exceeds the 0.70 threshold
Podcast	0.860	Reliable – Excellent instrument quality

4. The Hypothesis Test, carried out using ANAVA (Analysis of Variance) with the help of the W-Stats application, to test the significance of differences between groups.
5. Descriptive Analysis, used to interpret the results of student questionnaires based on the percentage of scores obtained.

RESULTS

Implementations of Digital Learning Media Using Podcasts

This research was carried out in two stages in grade 4 of SD Al Khotimah with the aim of improving the character of students through two different learning approaches, namely conventional learning media and podcast digital learning media. The first stage was held on Monday, November 11, 2024, using conventional learning methods to deliver material on the leadership style of the Prophet Moses as. The activity began with the distribution of pretest questionnaires to students to identify the initial condition of their character before receiving learning. Furthermore, the researcher notes the main points about the leadership style of the Prophet Moses (as), on the board as a guide material.

The learning process is carried out through lectures that explain in detail aspects of the leadership of the Prophet Moses (as), such as courage, patience, and empathy in leading. Students are invited to listen and participate in short discussions to ensure their understanding of the material. At the end of the session, the researcher conveys a conclusion about the material that has been explained and asks students to reflect on their learning. Evaluations were conducted orally to gauge their comprehension, and posttest questionnaires were distributed to assess character changes after the learning session was over.

The second stage of the research was conducted on Friday, November 15, 2024, in the same classroom. At this stage, learning utilizes the digital podcast method with the theme of the leadership style of the Prophet Moses as. Just like in the first stage, the activity began with the distribution of pretest questionnaires to find out the initial condition of the students' character. After that, prepare equipment such as laptops and projectors, to display podcast videos. Students were directed to listen to an 11-minute podcast video produced by students of the University of Education Indonesia (UPI). This video provides an explanation of the leadership style of the Prophet Moses AS, and can be accessed via the link: https://youtu.be/g_TpIrz_5B4?si=KfzUfjirASmeimaf. This video is designed with attractive visuals and informative narratives to get students more involved. During the video playback, the researcher provided additional explanations to strengthen the material presented. After the video was finished, students were invited to discuss to evaluate their understanding. The researcher also reexplained the key points of the video to ensure that all participants understood the material well. The second stage ended with the distribution of posttest questionnaires to evaluate the changes in students' character after receiving learning through the digital podcast method.

Through these two approaches, the study aims to compare the effectiveness of conventional and digital podcast learning methods in improving students' character. This research is expected to contribute to the world of education in developing a variety of learning methods to build the character of students optimally.

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1. Descriptive analysis of the control group with conventional learning, and the experimental group with learning using podcasts

Table 6. Results of Pre-test and Post-test Analysis

Variable	Conventional Method (A1)	Podcast (A2)	Total Test (ΣB)
Test (B)			
Pre-test (B1)			
N:	24	23	47
\bar{Y} :	78.833	80.565	79.681
Post-test (B2)			
N:	23	24	47
\bar{Y} :	81.000	83.083	82.06
Total			
Method (A) (ΣA)	47	47	94
\bar{Y} :	79.894	81.851	80.872

The results of the descriptive analysis showed that the average pretest score in learning using podcasts (Y12) was 78,833, while the pretest score in conventional learning (Y11) was 80,565. The overall average of the pretest was 79,681. After treatment, the posttest value of the conventional method (Y21) was recorded at 81, while the podcast method (Y22) showed a posttest value of 83.083. The overall average posttest score in podcast learning was 82.06, higher than conventional learning which recorded an average of 79.894. Although the improvement occurred in both methods, the difference between the pretest and posttest in conventional learning was only 2,177 points, while in the podcast method it was 2,518 points. The difference in posttest results between the two methods of 2,083 points is also relatively small. These findings suggest that although podcasts have a slight advantage over conventional methods, student character enhancement still occurs on a narrow scale.

However, the original contribution of this study lies in the identification that the podcast method has the potential to provide a more varied stimulation to the affective dimension of students, particularly in the context of character education through the internalization of the story of the Prophet Moses AS. The use of audio narratives with emotional and inspirational elements can stimulate students' affective involvement even though the quantitative results are not significant.

podcast media is unique in terms of presenting moral-religious material that can complement conventional methods.

DISCUSSION

The results of this study show that the changes in the character of students who participated in learning with conventional methods and digital podcast methods did not show statistically significant differences. This indicates that both learning approaches have relatively equal effectiveness in influencing students' character.

These findings are in line with the results of the study Ramli (2022) who found that although podcasts have appeal in conveying local values and increasing student satisfaction, their effectiveness in character formation is not always higher than conventional methods. This is corroborated by the findings Munawarah et al., (2024) who examined podcast-based ethnoscience learning and found no significant differences with traditional methods in learning outcomes. In theory, digital learning media such as podcasts do have great potential in character education, especially because of their flexible and accessible nature (Manaff & Azahari, 2024; Norsworthy & Herndon, 2020). However, as stated by Nurmalisa et al., (2023), the success of digital media is highly dependent on its suitability with students' learning styles and implementation strategies. Even in the context of podcasts, Buxarrais & Levy (2021) emphasizing the importance of students' active involvement in the moral learning process, not just passive consumption of content.

This result is also related to the theory of character education as stated by Komariah & Nihayah, (2023), that the internalization of moral values through PAI requires a long and consistent process. Therefore, although podcasts can increase motivation and interest in learning (Lestari & Fatonah, 2023), the role of teachers in instilling character directly through interaction remains crucial.

The insignificant differences in pretest and posttest results between conventional groups and podcasts suggest that both methods have equal potential in shaping student character. Although podcasts offer advantages in terms of accessibility and visual-audio appeal Tarmawan et al., (2021), the effectiveness is not much different from conventional lectures which are more direct and structural. According to Ismail & Tang (2021), the leadership style of the Prophet Moses AS which is used as teaching material in this study can be conveyed effectively both through lectures and digital media, as long as values such as firmness, patience, and courage are properly internalized. In conventional learning, the delivery of these values can occur through example and direct interaction. Meanwhile, in podcast media, these values require a strong narrative scenario so that they can be conveyed emotionally. Another possibility that causes this insignificant difference is the limitation of learning duration and time of internalization of values (Sarah & Rani, 2020). Character is not the result of instant learning, but rather of a deeply repetitive process. This is reinforced by Anita & Novianty (2020) which states that character education requires emotional involvement and long-term habituation to produce tangible results.

Podcasts are indeed recognized as an innovative media that is able to present learning content in an interesting and flexible manner (Kesumaningtyas et al., 2022; Y. E. Putri et al.,

2021). However, the results of this study indicate that the role of technology cannot replace the importance of direct interaction and character development in the teaching and learning process. In this case, the conventional approach still has its own advantages in shaping the personality of students, as also stated by Sahiri & Faturahman (2022) that the method of oral Islamic storytelling is able to build emotional closeness between teachers and students. Thus, the effectiveness of podcasts as a learning medium is largely determined by the content design, the way it is delivered, and the active participation of students. When podcasts are only used as a passive medium without reflective interaction or reinforcement from teachers, their ability to form characters becomes limited (Buxarrais & Levy, 2021). This reinforces the argument that it is not solely the type of media that determines learning outcomes, but how pedagogical strategies are applied as a whole (Nurmalisa et al., 2023).

CONCLUSION

The results of a study on the effectiveness of podcast-based learning compared to conventional methods produced unexpected findings. Many assume that podcasts, with the advantages of flexibility and interactive nature, will have a great influence on the change in students' character. However, the results show that the difference between the two models is very small and not statistically significant. This indicates that the use of podcasts as a learning medium is not substantially superior to conventional methods in shaping individual characters. This result breaks the common assumption about the advantages of technology in education, especially in the aspect of character development. While podcasts provide easy access and time flexibility, the study highlights that their success still depends on the approach and strategy of delivering the material, not just the choice of media. Therefore, educators are advised to place more emphasis on the quality of content and interaction, without being too fixated on the format used, in order to achieve optimal character development.

This study has limitations because it only involves one class as a subject, so the use of variance analysis (ANOVA) is less optimal and limits the generalization of findings. Therefore, further research is recommended to involve more classes to obtain more representative and significant data. The Research and Development (R&D) approach is also recommended so that researchers not only measure the effectiveness of podcast media, but also be able to develop learning products that suit the needs of students. In addition, it is necessary to consider other factors such as culture, social environment, and learning style to produce more comprehensive and relevant findings in supporting student character development.

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