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A Systematic Review and Empirical Study of Educational Podcasts in Listening Instruction at SMP Negeri 20 Bengkulu Selatan

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ABSTRACT

Educational podcasts have emerged as a flexible digital medium for supporting listening instruction through authentic, contextualized, and accessible audio content. This study examines the use of educational podcasts in Indonesian language listening instruction by integrating a systematic review of relevant scholarly literature with an empirical investigation at SMP Negeri 20 Bengkulu Selatan. The systematic review maps existing findings concerning the pedagogical application of educational podcasts, particularly their potential to strengthen listening comprehension, vocabulary acquisition, concentration, critical response, and learner engagement. The empirical component investigates the implementation of educational podcasts in Indonesian language lessons, students' responses to podcast-based learning activities, and the pedagogical factors that shape their effectiveness. The study employs a qualitative descriptive approach involving classroom observations, teacher interviews, student responses, and analysis of relevant instructional documents. The findings indicate that educational podcasts provide opportunities for students to engage with varied spoken-language materials, improve their comprehension of oral information, and develop more attentive and reflective listening habits. Students demonstrate greater participation when podcast content is relevant to their developmental level, learning interests, and everyday experiences. Teacher facilitation remains important in selecting appropriate podcast materials, establishing focused listening objectives, designing pre-listening and post-listening activities, and guiding students in interpreting information critically. The study concludes that educational podcasts can function as an effective supplementary medium for Indonesian language listening instruction when supported by purposeful pedagogical design, appropriate content selection, adequate technological access, and sustained teacher guidance. The integration of systematic literature evidence and empirical classroom findings offers a contextualized perspective on the development of digital listening instruction in Indonesian lower-secondary education.

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Introduction

Listening is a fundamental language skill that enables learners to receive, interpret, evaluate, and respond to spoken information in meaningful communicative situations (Lynch & Mendelsohn, 2013). In Indonesian language education, listening extends beyond the ability to hear spoken utterances because students are expected to identify information, comprehend messages, recognize linguistic features, interpret meaning, and formulate appropriate responses. Effective listening instruction therefore requires learning experiences that expose students to varied forms of oral communication and encourage active engagement with spoken texts (Goh & Vandergrift, 2021). Classroom practices that rely predominantly on teacher explanations and textbook-based exercises may provide limited opportunities for students to encounter diverse voices, communicative contexts, and naturally occurring expressions. Digital media offer additional possibilities for presenting spoken-language materials in formats that are accessible, repeatable, and adaptable to students' learning needs. Such developments position technology-mediated listening as an increasingly relevant component of contemporary language instruction.

Educational podcasts represent one digital medium with considerable potential for enriching listening instruction. A podcast generally provides episodic audio content that can be accessed through digital devices and replayed according to learners' needs. Its flexible format enables teachers to incorporate interviews, storytelling, discussions, news reports, educational conversations, and other forms of spoken discourse into classroom activities (Citta & others, 2025). Previous research has associated podcast-based instruction with improved listening comprehension, positive learner attitudes, and increased exposure to authentic or meaningful audio materials. A study involving Indonesian secondary-level EFL learners, for instance, reported a significant difference in listening comprehension between students receiving podcast-based instruction and those in a control group, while participants also expressed positive attitudes toward podcast use. The pedagogical value of podcasts consequently depends not only on technological accessibility but also on the relevance, structure, and instructional purpose of the materials selected (Hill & Nelson, 2011).

Listening competence involves complex cognitive processes that require learners to construct meaning from continuously unfolding oral information. Students must coordinate attention, auditory discrimination, memory, vocabulary knowledge, contextual interpretation, and inferential reasoning while listening to spoken texts. Systematic research on listening instruction has identified persistent challenges associated with the transient nature of spoken language and the difficulty learners may experience when processing unfamiliar linguistic input (Chen & Yu, 2026). Podcast-based learning can create opportunities to address several of these challenges because students can listen repeatedly, regulate the pace of their engagement, and revisit difficult segments. Extensive listening research has also reported significant development in overall listening skills following sustained exposure to podcasts or vodcasts. These characteristics make podcasts particularly relevant for instructional designs that seek to cultivate attentive, independent, and reflective listening practices.

The pedagogical use of podcasts has been examined across different educational

contexts and language-learning objectives. Earlier reviews identified applications of podcasts in listening, speaking, pronunciation, vocabulary, grammar, and learner motivation, demonstrating the versatility of podcast-based language education. Research has also indicated that collaborative podcast listening may contribute to listening comprehension and vocabulary development among secondary or upper-secondary learners. Positive learner perceptions have been documented in studies examining podcasts as a medium for strengthening listening proficiency, with learners reporting greater enjoyment and perceived benefits for language development. The accumulated evidence suggests that podcasts can function as more than supplementary audio materials when their use is integrated into clearly defined pedagogical activities. The effectiveness of podcast-based instruction nevertheless remains dependent on instructional design, learner characteristics, content suitability, and the manner in which teachers facilitate listening activities.

Indonesian language instruction presents a distinctive context for examining educational podcasts because the primary linguistic target is the students' first or national language rather than a foreign language (Susanto et al., 2025). Listening activities in Bahasa Indonesia involve comprehension of oral texts that may include narratives, explanations, arguments, descriptions, reports, interviews, and other communicative forms. Students need opportunities to recognize explicit information while also interpreting implicit meanings, identifying main ideas, evaluating arguments, and responding critically to spoken discourse (Hamdayani & Sapitri, 2025). Podcasts can provide access to these varied forms of oral language through materials that extend beyond conventional classroom dialogues and teacher-generated recordings. The use of podcast materials may also encourage students to perceive listening as an active process of meaning construction rather than a passive exercise of answering comprehension questions. This orientation is consistent with a broader movement toward digitally supported learning environments that place greater emphasis on learner participation and autonomous engagement.

The relevance of educational podcasts becomes particularly important at the lower-secondary level, where students are developing increasingly sophisticated abilities to process information and communicate their interpretations. Learners at this stage require instructional materials that correspond to their cognitive development, linguistic competence, interests, and everyday experiences. Podcast content can be selected and adapted according to these characteristics, allowing teachers to introduce spoken texts with appropriate complexity and thematic relevance. Repeated listening can provide additional opportunities for students who require more time to process information or identify unfamiliar expressions. Teacher-guided activities can transform podcast exposure into structured learning through prediction, identification of key information, interpretation, discussion, reflection, and evaluation (Pecoraro, 2026). The pedagogical integration of podcasts therefore requires deliberate planning rather than simply replacing conventional audio materials with digitally distributed recordings.

The existing literature reveals an important research gap concerning the context and pedagogical focus of podcast-based listening instruction. A substantial proportion of previous studies has concentrated on English as a foreign or second language, including university-level learners and EFL settings. Studies involving podcasts have frequently measured listening comprehension outcomes, learner perceptions, or language-learning motivation within foreign-language contexts. Relatively limited attention has been directed toward the systematic use of educational podcasts for Bahasa Indonesia listening instruction among lower-secondary students. The limited contextual evidence makes it difficult to determine how podcast materials can be integrated into Indonesian language classrooms, what forms of listening activity are most appropriate, and how students

respond to such media within their actual school environment. This gap provides a substantive basis for examining podcast-based listening instruction in a specific Indonesian lower-secondary school context.

SMP Negeri 20 Bengkulu Selatan provides a relevant empirical setting for examining the pedagogical implementation of educational podcasts in Indonesian language learning. The school context enables the study to move beyond general claims about digital media by examining how podcast materials are selected, presented, interpreted, and responded to within actual classroom practices. Attention to teacher practices can reveal the instructional strategies used to prepare students before listening, guide comprehension during listening, and consolidate learning after listening. Student responses can provide insight into engagement, comprehension, concentration, perceived usefulness, and difficulties encountered during podcast-based activities. Classroom observation and instructional documentation can further illuminate the relationship between planned learning objectives and the actual implementation of podcast-supported listening activities. The empirical setting consequently allows the study to connect broader findings from the literature with contextual evidence from Indonesian language education at the lower-secondary level (Musayeva et al., 2025).

The present study adopts a systematic review and empirical perspective to develop a more comprehensive understanding of educational podcast use in Indonesian language listening instruction. The systematic review identifies patterns in previous research concerning the pedagogical functions, learning benefits, implementation strategies, and challenges associated with podcast-based instruction. The empirical component examines the implementation of educational podcasts in Indonesian language lessons at SMP Negeri 20 Bengkulu Selatan through classroom observations, teacher interviews, student responses, and relevant instructional documents. The integration of these two dimensions enables the study to distinguish established findings from context-specific classroom experiences. The study is guided by the need to understand how educational podcasts can support listening comprehension, learner engagement, attentive listening, and meaningful interaction with spoken texts in a lower-secondary Indonesian context. The resulting analysis is expected to contribute contextual evidence for teachers, researchers, and educational institutions seeking to integrate accessible digital media into Indonesian language instruction (Siregar et al., 2024).

The study aims to examine the use of educational podcasts in Indonesian language listening instruction at SMP Negeri 20 Bengkulu Selatan by connecting systematic evidence with empirical classroom findings. The analysis focuses on the pedagogical functions of educational podcasts, their implementation within listening activities, and students' responses to podcast-based learning experiences. Particular attention is directed toward the ways podcast materials support comprehension, concentration, vocabulary development, interpretation, and learner participation during listening activities. The study also investigates instructional factors that may facilitate or constrain effective podcast integration, including content selection, task design, technological accessibility, teacher guidance, and students' learning characteristics. The systematic synthesis is expected to identify recurring patterns and unresolved issues in previous research, while the empirical investigation provides contextual evidence from Indonesian language education at the lower-secondary level (Paputungan et al., 2025). The study ultimately seeks to formulate a contextually grounded understanding of educational podcasts as a supplementary medium for strengthening listening instruction and supporting digitally responsive language learning practices.

Method

This study employed a descriptive qualitative approach with a field research orientation to examine the use of educational podcasts in Indonesian language listening instruction at SMP Negeri 20 Bengkulu Selatan (Stanley, 2023). The field research emphasized direct observation and semi-structured interviews to obtain comprehensive information concerning the implementation of educational podcasts, teacher instructional practices, student engagement, listening activities, and learning responses. Direct observation was conducted during Indonesian language lessons to identify how podcast materials were introduced, utilized, and integrated into listening activities. Interviews with Indonesian language teachers and relevant students were conducted to explore their experiences, perceptions, challenges, and responses to podcast-based learning. The collected data were analyzed descriptively by organizing, interpreting, and synthesizing information obtained from observations and interviews. This approach enabled the study to present a contextualized account of educational podcast implementation based on actual classroom practices and participants' experiences.

The study also employed a literature-based approach to strengthen the theoretical and conceptual foundation of the research(Finny et al., 2025). Literature research was not limited to reading or recording information from books and other references, but involved a systematic series of activities comprising the collection of relevant literature, critical reading, identification and recording of essential information, and processing of research materials according to the analytical needs of the study. Relevant theoretical perspectives and previous scholarly findings concerning educational podcasts, listening instruction, digital learning, and Indonesian language education were examined to support the interpretation of empirical findings. The literature sources included academic books, peer-reviewed journal articles, research reports, and other relevant scholarly references selected according to their relevance to the research focus. The integration of field observations, interviews, and literature findings provided a more comprehensive basis for understanding the pedagogical use of educational podcasts in Indonesian language listening instruction. The qualitative descriptive approach consequently enabled the study to connect theoretical perspectives with empirical realities at SMP Negeri 20 Bengkulu Selatan without reducing classroom experiences to numerical measurements.

Results and Discussion

1. Educational Podcasts as a Medium for Indonesian Language Listening Instruction

The literature and field evidence indicate that educational podcasts provide a meaningful digital medium for developing listening competence in Indonesian language instruction. Podcast-based materials expose students to spoken texts that contain varied voices, expressions, topics, and communicative situations beyond the conventional teacher-centred classroom interaction. The empirical observation at SMP Negeri 20 Bengkulu Selatan indicates that students engage with listening activities more actively when audio materials are presented through a structured and purposeful learning sequence. The availability of replayable audio enables students to revisit information that has not been fully understood during the initial listening process. Such flexibility is particularly relevant to listening comprehension because spoken information disappears immediately after it is delivered (Kidd, 2012). Podcast use therefore shifts listening instruction from a predominantly one-time auditory activity toward a more accessible process of repeated comprehension and interpretation.

The observed learning process further demonstrates that podcasts can support several interconnected dimensions of listening competence. Students are required to identify main ideas, recognize supporting information, distinguish relevant details, and interpret

messages conveyed through spoken discourse. Podcast materials also provide opportunities for students to encounter vocabulary and expressions within meaningful contexts rather than through isolated word lists. The teacher's role becomes important in directing students toward specific listening objectives before the audio is played. Pre-listening questions, focused listening tasks, and post-listening discussions create a pedagogical structure that transforms passive exposure into active comprehension. The findings suggest that the instructional value of podcasts lies not simply in the availability of digital audio but in the way the medium is embedded within a carefully designed learning process.

Student engagement constitutes another important finding emerging from the field investigation. Students demonstrate greater attentiveness when podcast themes correspond with familiar experiences, current interests, or situations that can be related to their daily lives. The audio format creates a different classroom atmosphere because students are encouraged to concentrate on voice, intonation, information sequence, and contextual meaning. Repeated exposure allows learners to compare their initial interpretation with subsequent understanding after listening to difficult sections again. Such activities encourage students to become more aware of their own comprehension processes and learning strategies. The engagement observed in the classroom indicates that podcasts can function as an instructional stimulus rather than merely an alternative format for delivering existing teaching materials (Besser et al., 2022).

Teacher facilitation remains a decisive element in determining the pedagogical effectiveness of educational podcasts. Appropriate podcast selection requires consideration of students' age, linguistic competence, learning objectives, audio duration, pronunciation clarity, thematic relevance, and cognitive complexity. Materials that contain excessive linguistic difficulty may increase cognitive demands and reduce comprehension, whereas overly simple materials may provide insufficient intellectual stimulation. Teachers therefore need to establish clear purposes for each listening activity and formulate tasks that correspond with the content of the selected podcast. The teacher also functions as a mediator who helps students interpret unfamiliar expressions, clarify important information, and evaluate the reliability or relevance of spoken content. These findings indicate that podcast integration should be understood as a teacher-guided pedagogical practice rather than an automatic consequence of introducing digital technology.

The literature findings reinforce the pedagogical potential identified in the field setting while revealing an important contextual limitation in previous research. Existing studies have predominantly examined podcasts in English as a foreign or second language, with considerable attention given to listening comprehension, vocabulary acquisition, learner motivation, and attitudes toward digital learning. Such evidence demonstrates the broader instructional potential of podcasts but does not sufficiently explain their function within Indonesian language instruction at the lower-secondary level. The present study addresses this limitation by examining podcast use in Bahasa Indonesia, where students listen to oral texts within the linguistic environment of their national language. The distinction is theoretically significant because comprehension difficulties in Indonesian language learning cannot simply be equated with those experienced in foreign-language acquisition. The study consequently extends existing scholarship by repositioning educational podcasts within a less frequently examined first-language or national-language instructional context.

The principal contribution of this finding lies in connecting technological affordances with the specific pedagogical demands of Indonesian language listening instruction. Previous research frequently treats podcast accessibility, learner motivation, and listening improvement as relatively independent outcomes, whereas the present analysis demonstrates their interaction within classroom practice. Repeated listening supports

comprehension, relevant content stimulates engagement, and teacher-guided tasks convert auditory exposure into structured learning. This relationship provides a more nuanced explanation of why podcast use can become meaningful within Indonesian language classrooms. The novelty of the study therefore rests on its contextual integration of literature-based evidence and direct classroom observations rather than on the introduction of podcasts as an entirely new instructional technology. Educational podcasts emerge as a supplementary medium whose effectiveness is determined by the relationship between content, learner characteristics, instructional design, and teacher mediation.

2. Student Engagement and Development of Listening Competence

The field findings demonstrate that student engagement is closely associated with the relevance and accessibility of podcast content. Students respond more positively when the subject matter reflects familiar social experiences, educational interests, or situations that encourage personal interpretation. Familiar themes reduce the distance between the spoken text and the learner's existing knowledge, allowing students to allocate greater attention to comprehension rather than attempting to understand an unfamiliar context. Audio materials also provide a distinctive learning experience because students must rely primarily on auditory cues to construct meaning. This condition encourages more focused attention to pronunciation, pauses, emphasis, intonation, and the organization of spoken information. The findings indicate that engagement emerges through the interaction between meaningful content and an appropriately structured listening task.

Listening comprehension develops through a sequence of cognitive activities rather than through exposure to audio material alone. Students first identify general information before moving toward specific details, relationships between ideas, implied meanings, and the speaker's communicative purpose. Podcast activities can accommodate this progression by allowing teachers to divide a single audio text into manageable listening objectives. The first listening stage may emphasize general comprehension, while subsequent listening can focus on details, vocabulary, or interpretation. Such sequencing reduces the cognitive burden associated with processing an entire spoken text simultaneously. The evidence suggests that structured repetition can transform the temporary nature of spoken discourse into an opportunity for gradual and deeper comprehension (Siegel & Siegel, 2015).

Vocabulary development represents an additional benefit associated with podcast-supported listening activities (Permatasari, 2013). Students encounter words and expressions within complete communicative contexts, enabling them to infer meaning from surrounding information, tone, and situational cues. Contextualized vocabulary exposure differs from isolated memorization because students can observe how particular expressions function within authentic or semi-authentic spoken discourse. Teacher-guided discussion after listening can reinforce unfamiliar terms and connect them with previously acquired knowledge. Repeated encounters with relevant vocabulary may also strengthen students' ability to recognize words during subsequent listening activities. Podcast use therefore has the potential to integrate vocabulary learning with comprehension rather than treating vocabulary as a separate instructional component.

The findings also reveal an emerging relationship between podcast use and learner autonomy. Students can replay audio materials, regulate their listening pace within available classroom conditions, and revisit sections that remain unclear. Such opportunities encourage learners to recognize individual comprehension difficulties and make decisions concerning when additional listening is necessary. Independent engagement becomes particularly meaningful when students are provided with clear objectives and strategies for monitoring their understanding. The teacher remains necessary as a facilitator, yet students gradually assume greater responsibility for managing aspects of their own listening

process. This pattern suggests that podcast-based learning can contribute not only to immediate comprehension but also to the development of learning habits that extend beyond classroom instruction.

A significant research gap becomes visible when these findings are compared with the dominant orientation of previous podcast research. Much of the existing scholarship evaluates podcast effectiveness through standardized listening outcomes or learner perceptions, particularly within EFL settings. Such approaches provide useful evidence concerning measurable improvement but offer less explanation of how students actually interact with podcast materials during classroom learning. The present study addresses this limitation by examining listening behaviour, classroom participation, teacher mediation, and students' responses as interconnected components of the learning process. The empirical focus on Indonesian language instruction also expands the discussion beyond the dominant foreign-language paradigm. The resulting evidence suggests that podcast effectiveness should be interpreted through both learning outcomes and the classroom processes that generate those outcomes.

The novelty of the present study is consequently located in its process-oriented interpretation of podcast-supported listening. Podcast learning is conceptualized not merely as exposure to digital audio but as an instructional ecosystem involving content relevance, repeated listening, learner participation, teacher scaffolding, and reflective comprehension. This perspective provides a stronger explanation of how digital audio can be translated into meaningful learning experiences in an Indonesian lower-secondary classroom. The findings also demonstrate that learner engagement is not an isolated motivational variable but an element that influences attention, persistence, interpretation, and participation. Such an interpretation strengthens the theoretical connection between digital media affordances and listening pedagogy. The study therefore contributes a contextual model in which educational podcasts function as mediated learning resources rather than autonomous technological solutions.

3. Pedagogical Implementation, Challenges, and Research Novelty

The implementation of educational podcasts at SMP Negeri 20 Bengkulu Selatan requires systematic alignment between curriculum objectives, podcast content, classroom activities, and assessment. Teachers need to determine the listening competence targeted before selecting an appropriate audio resource. Content selection should consider linguistic difficulty, duration, pronunciation, topic relevance, information density, and compatibility with students' developmental characteristics. Listening activities can subsequently be organized into pre-listening, while-listening, and post-listening stages to provide a coherent learning trajectory. Assessment can focus on students' ability to identify information, interpret meaning, summarize content, respond critically, and communicate their understanding. This instructional alignment represents a central condition for transforming podcasts from supplementary media into purposeful learning resources.

Technological accessibility constitutes a practical factor that can influence the consistency of podcast implementation. Podcast-based instruction requires access to suitable devices, functional audio equipment, adequate connectivity when online resources are used, and learning environments that permit students to hear the material clearly. Differences in technological familiarity may also affect students' ability to engage independently with digital audio. Teachers therefore need to anticipate technical limitations and prepare downloadable or offline materials when necessary. Simple classroom procedures can reduce technological disruption and maintain attention on the learning objectives. The findings position technology as an enabling condition rather than the primary determinant of instructional quality.

Content suitability represents another challenge that deserves greater attention in Indonesian language podcast research. Not every publicly available podcast is pedagogically appropriate for lower-secondary learners because some materials may contain excessive length, complex vocabulary, rapid speech, unsuitable themes, or information that exceeds students' comprehension levels. Teachers must exercise pedagogical judgment when adapting external podcast resources for classroom purposes. Locally relevant themes can strengthen comprehension by activating students' background knowledge and creating stronger connections between spoken information and lived experiences. The adaptation process also provides opportunities to align podcast content with Indonesian language competencies specified in the learning curriculum. Content curation therefore becomes a crucial form of teacher expertise within podcast-based listening instruction.

Teacher competence in designing listening activities represents a further dimension of successful implementation. Effective podcast integration requires teachers to move beyond playing an audio recording and asking students to answer subsequent questions. Teachers need to formulate listening objectives, anticipate comprehension barriers, prepare scaffolding questions, organize repeated listening, and facilitate interpretation. Reflective evaluation of student responses can then inform subsequent selection and adaptation of podcast materials. This role positions the teacher as an instructional designer and mediator within digitally supported learning. The finding challenges technology-centred assumptions that the introduction of digital media automatically produces improved learning experiences (Suhardiningsih et al., 2026).

The combined literature and field findings reveal a clear distinction between technological novelty and pedagogical novelty. Podcasts themselves are not a new educational technology, and their benefits have been documented in numerous studies, particularly within foreign-language learning. The less-developed area concerns how podcast affordances can be systematically adapted to Indonesian language listening instruction at the lower-secondary level and interpreted through actual classroom practices. The present study responds to that gap by combining literature-based evidence with direct observation and interviews at SMP Negeri 20 Bengkulu Selatan. This methodological integration enables the study to identify not only what previous research reports but also how podcast-based learning functions within a specific Indonesian educational context. The approach provides contextual depth that is less visible in studies relying exclusively on experimental measurement or learner perception surveys.

The study's principal novelty lies in establishing a contextual bridge between systematic knowledge about educational podcasts and the empirical realities of Indonesian language listening instruction. The findings demonstrate that podcast effectiveness depends on a chain of interconnected conditions involving appropriate content, repeated auditory exposure, structured learning tasks, teacher facilitation, student engagement, and technological readiness. This interpretation extends the existing discussion from the question of whether podcasts are useful toward the more pedagogically significant question of how they can be meaningfully implemented. The research also contributes evidence from a lower-secondary Indonesian setting that remains comparatively underrepresented in podcast-based listening scholarship. Educational podcasts can consequently be positioned as a flexible supplementary resource for developing listening competence when their implementation is grounded in curriculum alignment and contextual learner needs. The resulting perspective offers a foundation for future research examining more specific podcast designs, comparative learning outcomes, and sustainable digital listening practices in Indonesian language education.

Conclusion

The study demonstrates that educational podcasts can function as a meaningful supplementary medium for Indonesian language listening instruction at SMP Negeri 20 Bengkulu Selatan. The integration of literature-based evidence and empirical findings indicates that podcast-supported learning can facilitate listening comprehension, vocabulary development, focused attention, learner engagement, and repeated exposure to spoken texts. Direct classroom observations and interviews further show that the pedagogical value of podcasts is closely related to the relevance of audio content, students' linguistic and cognitive readiness, the structure of listening activities, and the quality of teacher facilitation. Podcast-based instruction becomes more purposeful when listening tasks are organized through clear pre-listening, while-listening, and post-listening stages. The findings also indicate that repeated listening and contextualized audio materials can encourage students to participate more actively and develop greater awareness of their own comprehension processes. These findings position educational podcasts as a flexible digital resource that can complement, rather than replace, established Indonesian language teaching practices.

The study contributes to the existing literature by addressing the limited attention given to educational podcasts in Indonesian language listening instruction at the lower-secondary level. Previous scholarship has predominantly examined podcast use within English as a foreign or second language, leaving a contextual gap concerning podcast-supported listening in Bahasa Indonesia. The present study responds to this gap by connecting literature-based knowledge with direct empirical evidence from SMP Negeri 20 Bengkulu Selatan. Its novelty lies in interpreting podcast use as a pedagogical process involving content selection, repeated listening, teacher scaffolding, student engagement, and contextual adaptation rather than treating podcasts solely as digital audio technology. The findings suggest that successful implementation requires careful alignment among curriculum objectives, podcast characteristics, student needs, instructional activities, and technological conditions. Future research may extend this investigation through comparative designs, broader school settings, longitudinal studies, or quantitative measurements of changes in students' listening competence to provide further evidence concerning the sustained effectiveness of podcast-based Indonesian language instruction.

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