


Podcast Program Management for Information Dissemination during Covid-19 Pandemic: A Study of SMAN 8 Yogyakarta

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Article Info	Abstract
<p>Article history: Received: 05/27/2022 Revised: 12/26/2022 Accepted: 01/15/2024</p> <p>Keywords: <i>Covid-19 Pandemic, Information Dissemination, Podcast Program, SMAN 8 Yogyakarta, Student-Led Projects</i></p>	<p>Purpose – This research aimed to study implementing and managing a podcast program, Podcat Pakci, as a medium for information dissemination amid the Covid-19 pandemic at SMAN 8 Yogyakarta.</p> <p>Design/methods/approach – The paper scrutinized the management process of the podcast program, which included planning, organizing, directing, and controlling activities, with teachers playing the roles of mentors and supervisors. The dissemination of the podcasts via platforms like Spotify and YouTube, in addition to social media promotions, was also examined.</p> <p>Findings – The research demonstrated how a student-led podcast served as an effective platform for spreading educational and cultural information. This initiative contributed to student engagement and skills development and ensured a broad outreach.</p> <p>Research implications/limitations – While the research underscores the potential of podcasts as student-led projects in educational settings during global crises, its focus on one specific school limits the generalizability of the findings. Future research should focus on exploring podcast programs across different educational contexts and investigating their long-term impacts on student development and learning outcomes.</p> <p>Practical implications – The findings serve as a model for other schools, illustrating how a podcast program can disseminate information, foster student engagement, and enhance skills, particularly during crises like a pandemic.</p> <p>Originality/value – This study uniquely focuses on using a podcast program in an educational setting during a global crisis, emphasizing the innovative and strategic use of media to maintain communication and learning engagement in challenging times.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>© 2024 by the authors. It was submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (http://creativecommons.org/licenses/by/4.0/).</p> </div>

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Introduction

The onset of the Covid-19 pandemic has sparked global shifts in various facets of life, education being a significant one (Herliandry et al., 2020). With the virus spreading across the globe, including in Indonesia, governmental strategies like social distancing, physical distancing, and Large-Scale Social Restrictions (PSBB) have been enforced. The ramifications of these measures extend beyond social and economic life, heavily impacting the educational sector (Herliandry et al., 2020). This has forced educational institutions to transition to remote learning from home (Muthmainnah et al., 2022) and adapt their traditional in-person events to virtual platforms (Azizah, 2021). As a result, schools are pressed to keep pace with technological advancements and continuously innovate (Norhayati & Jayanti, 2020). A prime example of such adaptation is SMAN 8 Yogyakarta's initiative to implement a podcast program.

Previous research in the field of educational program management suggests that the use of innovative techniques and strategies can have a substantial impact on the quality of education (Davis & Allensworth, 1994; Zighan & EL-Qasem, 2021). For instance, programs incorporating technology have significantly improved student outcomes (Farmer, 2006). Similarly, research on educational podcasts, initially seen as merely entertainment or information dissemination, has noted their potential as a learning tool (Rahmawan & Dwipa, 2019). However, the podcast program at SMAN 8 Yogyakarta is distinct as it is primarily utilized as an information dissemination medium.

In information dissemination, various forms of media have played crucial roles, ranging from audio and visual to audiovisual mediums like telephones, radios, newspapers, and televisions (Adzani & Jumino, 2020). With the rapid development in Science and Technology (IPTEK), the field of information media has evolved significantly, particularly with the advent of the internet (Adzani & Jumino, 2020). Previous studies have probed into various aspects of program management across different sectors such as healthcare, engineering, social work, and education, including innovative techniques for managing school health programs (Davis & Allensworth, 1994) and applying lean thinking in higher education management (Zighan & EL-Qasem, 2021). These studies have underlined the pivotal role of effective program management in improving outcomes and optimizing resources. However, these studies are primarily rooted in traditional face-to-face environments, leaving a gap in understanding program management in predominantly virtual contexts (Morrison-Smith & Ruiz, 2020).

Furthermore, prior research on the use of technology in program management has highlighted its transformative potential. Studies like the implementation of the Interactive Video in Schools (IVIS) program (Morris et al., 1990) and the investigation of podcast usage as a learning tool (Rahmawan & Dwipa, 2019) provide evidence of the educational benefits of technology. These studies underscore the capacity of technology to enhance engagement, improve information dissemination, and foster innovative learning environments. However, these studies primarily focus on using technology as a learning tool, with little attention given to its role as an information dissemination medium in times of crisis. Thus, this study seeks to address this gap by exploring the management of a podcast program designed for information dissemination amidst a pandemic.

However, there remain limitations and gaps in understanding how schools manage such programs effectively, especially amidst the widespread disruption caused by the Covid-19 pandemic. Despite the growing body of research on program management in education (Davis & Allensworth, 1994; Zighan & EL-Qasem, 2021), much of the existing literature focuses on traditional face-to-face environments. There needs to be more research focusing on managing virtual programs, such as podcasts, used primarily for information dissemination in a pandemic-affected educational setting.

This study explores and analyzes the podcast program management at SMAN 8 Yogyakarta, an initiative to disseminate information amidst the Covid-19 pandemic. We aim to illuminate the operational dynamics of the program, elucidate its broader implications for the school community, and evaluate its adaptability to the unique challenges ushered in by remote learning in a pandemic context. By probing into these areas, we intend to enhance the current

understanding of program management in virtual learning environments and offer insights into practical strategies for educational adaptation during global health crises.

Methods

The research conducted for this study is descriptive, adopting a qualitative approach. This study sought to thoroughly collect information and data to answer the central research question concerning podcast program management for information dissemination at SMAN 8 Yogyakarta (citation needed). The selection of the informants in this study was determined using purposive and snowball sampling techniques, which involved a total of six subjects. These subjects included the podcast program supervising teacher, the vice head of public relations, the chair of the podcast program committee, and three students representing each grade level at SMAN 8 Yogyakarta (citation needed). The data collection methods included interviewing, observing, and documenting (Nugrahani, 2014). These different data collection methods were designed to ensure a comprehensive and rich understanding of the podcast program management process at SMAN 8 Yogyakarta. Data analysis in this study was performed using the interactive analysis model proposed by Milles & Huberman, which includes data reduction, data presentation, and conclusion drawing (Nugrahani, 2014). This method was chosen for its ability to make sense of large and complex qualitative data sets, breaking them down into manageable chunks and facilitating meaningful interpretation (citation needed). The technique of source triangulation bolstered the reliability and validity of the study. This was carried out by cross-checking the information obtained from several research subjects. This process ensures that the findings are dependable and adds credibility to the results as they have been confirmed from multiple sources (citation needed). Thus, the validity of this study was reinforced through these measures, ensuring a rigorous approach to the exploration of podcast program management at SMAN 8 Yogyakarta.

Results

1. Basic Concept of Podcast Program at SMAN 8 Yogyakarta

Podcasts are digital audio files created and then uploaded via online platforms to share them with others (Laila, 2020). However, currently, podcasts refer to more than just material in the form of audio but also video form (Fadilah et al., 2017). The Podcast program at SMAN 8 Yogyakarta, or the Pakci Podcast, has existed since the Covid-19 pandemic began to hit Indonesia. The Covid-19 pandemic has resulted in schools having to carry out distance learning from home to reduce the spread of the Covid-19 virus in Indonesia, as well as what is being carried out by SMAN 8 Yogyakarta. These conditions encourage SMAN 8 Yogyakarta to be able to continue to develop innovations, especially in the field of technology, so that they can adapt to the education system that was in effect during the co-19 pandemic. One of the innovations made by SMAN 8 Yogyakarta is by making the podcast program a means of disseminating information at SMAN 8 Yogyakarta.

In addition, the presence of a podcast program at SMAN 8 Yogyakarta also started from the enjoyment of students who felt that their space for activities at school was limited due to the limited events and activities usually held by schools during the co-19 pandemic. Therefore, the students of SMAN 8 Yogyakarta initiated a Pocast-making program to overcome this problem. The concept that the Pakci Podcast carries is education and culture. By not leaving the culture of Yogyakarta, the Pakci Podcast has its characteristics. Students manage the podcast program at SMAN 8 Yogyakarta through a podcast committee program under section nine of the OSIS management.

To find out the purpose of the SMAN 8 Yogyakarta podcast can be seen based on the type of podcast, namely the teacher's podcast, which aims to convey information related to everything about SMAN 8 Yogyakarta. Then the student podcast aims to discuss topics that are currently hot in the past week or month. These topics should remain within the realm of education.

2. Program Podcast Management at SMAN 8 Yogyakarta

The Podcast Management program at SMAN 8 Yogyakarta involves a unique process that includes planning, organizing, directing, and controlling actions to achieve predefined objectives using human and other resources (Kasmir, 2009). A program represents a cohesive unit of activities that continuously implements organizational policies (Jabar & Arikunto, 2009). Hence, podcast program management can be defined as a series of interconnected actions, including planning, organizing, directing, and controlling, to achieve established goals within the podcast program. At SMAN 8 Yogyakarta, students handle the entire management process of the podcast program, while teachers serve as mentors and supervisors, overseeing the program's progress.

The initial step in the management process is planning, which serves as a guiding framework for all activities to be carried out effectively and efficiently in line with the desired objectives (Saputra, 2014). Planning for the podcast program at SMAN 8 Yogyakarta takes place at the beginning of the academic year during a major event called "musyawarah besar," where all podcast crew members actively participate. The purpose of this assembly is to provide a platform for students to voice their opinions and express their aspirations. During the "musyawarah besar," the podcast crew discusses how the program will run for the upcoming academic year, including selecting themes and determining the podcast concept to be pursued. Due to the ongoing impact of the Covid-19 pandemic, the "musyawarah besar" is conducted virtually using platforms like Zoom and Google Meet to minimize physical gatherings.

The next step is organizing, which aims to gather and arrange all human resources to achieve the predetermined organizational goals effectively and efficiently (Machali & Hidayat, 2016). In the SMAN 8 Yogyakarta podcast program, organizing is done through open recruitment. The open recruitment process allows students from grades X and XI to participate without specific requirements or criteria to become part of the podcast crew. During the recruitment process, the focus is on whether the skills possessed by the students applying are relevant and suitable for the positions they desire. For instance, a student who wants to be a cameraman must be able to operate a camera. Subsequently, tasks in the podcast program are assigned based on the choices and skills of the students.

Following organizing, the next step is directing or motivating. In running an organization, leaders or managers must be able to encourage members to perform their tasks according to their designated roles (Kasmir, 2009). The head of the podcast program at SMAN 8 Yogyakarta accomplishes this by fostering an environment where members share their experiences and stories first, followed by providing encouragement, motivation, and guidance on improving the podcast program. Although external encouragement and inspiration are given, podcast crew members are intrinsically motivated to continually enhance their skills.

Lastly, the management process involves supervision. Supervision includes observing and measuring operational activities and comparing the achieved results with the predefined standards set during planning (Machali & Hidayat, 2016). In the podcast program at SMAN 8 Yogyakarta, supervision is conducted flexibly. Evaluations are conducted after major events and at the end of the podcast program's term. For routine activities, evaluations focus on identifying and correcting any shortcomings or mistakes. The evaluation criteria are tailored to the specific aspects being assessed. For example, when evaluating the punctuality of podcast crew members, the focus is on their time management. In contrast, when assessing hosts, they emphasize their ability to deliver podcast content effectively.

By effectively implementing these management steps and maintaining continuous communication between the crew and program mentors, the podcast program at SMAN 8 Yogyakarta can have a positive impact on information dissemination within the school. The structured management process and effective collaboration between students and mentors allow the podcast program to maintain quality and benefit the entire school community.

3. Utilization of Podcast Program as an Information Dissemination Medium

The current existence of podcasts is not merely for entertainment purposes but also as an alternative source to obtain information about various topics the community needs. Most podcast topics are discussed through a conversation between two or more individuals. This dialogue generates data that can educate, create perspectives on an issue, or entertain listeners. The outcomes of the discussions in these podcasts are stored in audio or video formats to be distributed, ensuring the information is successfully conveyed to the listeners (Imarshan, 2021).

Information dissemination is inherently linked to the communication process, which consists of several essential elements. To understand how information is disseminated via the podcast program at SMAN 8 Yogyakarta, this study employs five parts based on Lasswell's theory. The sender, or the initiating party of the communication process, consists of individual or group communicators. In the case of SMAN 8 Yogyakarta, the senders are the students involved in the podcast program's committee. The message, which can be non-verbal or verbal symbols representing ideas, values, or emotions of the sender, in SMAN 8 Yogyakarta's podcast, is primarily conveyed verbally. This message, related to school, education, and culture, is reflected in the topics discussed in the podcast. These topics include summaries of all events at SMAN 8 Yogyakarta and various content variations like trending topics from the past week or month.

The medium used to convey the information is crucial for successful information dissemination (Zighan & EL-Qasem, 2021). SMAN 8 Yogyakarta uses podcasts as their medium, given their ability to widely disseminate information without face-to-face interactions. This method is particularly suitable during the ongoing Covid-19 pandemic. SMAN 8 Yogyakarta offers two types of podcasts: Basic Podcast (audio), available on Spotify, and Vodcasts (video and audio), accessible through their YouTube channel, Delayota Layar Edukasi. The existence of two different podcast formats shows that SMAN 8 Yogyakarta is employing a strategic approach to spread information through a single platform, maximizing the chances of reaching a broader audience.

In promoting their podcasts, podcasters often utilize social media to reach various audiences. Many podcast listeners learn about new podcasts through social media platforms like Instagram. Like other podcasters, the crew at SMAN 8 Yogyakarta also utilizes group chats and Instagram to ensure information about the podcast is conveyed to SMAN 8 Yogyakarta students and beyond.

The recipient is the party at which the sender's information is targeted. In the case of SMAN 8 Yogyakarta's podcast program, the recipients include the students, teachers, and all components of SMAN 8 Yogyakarta. However, with the rapid development of technology, the podcast's reach has expanded beyond these immediate recipients.

The effect is the response or result the message recipient shows after receiving the information. This response can result in attitude changes, actions, or knowledge enrichment. SMAN 8 Yogyakarta's students have positively responded to the introduction of the podcast program amidst the Covid-19 pandemic. Some students even expressed interest in the podcast production, inspired by the informative and engaging content. The students and the general public gain detailed insights about various aspects of SMAN 8 Yogyakarta, from extracurricular information to the school's events. From the points above, it is clear that the podcast has been an effective medium for SMAN 8 Yogyakarta to convey and disseminate information, particularly to its students.

Discussion

The podcast program at SMAN 8 Yogyakarta, also known as the Podcat Pakci, was initiated during the onset of the COVID-19 pandemic as a means of information dissemination. It was designed to address the necessity of remote learning due to pandemic-related school closures and to respond to student concerns about reduced engagement with school activities during this time. The innovative approach to using podcasting as a medium for delivering

information represents a departure from conventional educational delivery methods, highlighting the school's adaptability to the demands of the new normal (Berk et al., 2007).

The findings of this study revealed that SMAN 8 Yogyakarta employs a unique process in managing its podcast program. This process mirrors standard program management practices and includes planning, organizing, directing, and controlling actions (Kasmir, 2009). Notably, the management process is handled by students under the mentorship and supervision of teachers, enabling students to develop management skills while facilitating the program's smooth running. This student-led model was also found in previous studies investigating school program management (Zighan & EL-Qasem, 2021).

Contrasting with previous research on program management in schools, the podcast program at SMAN 8 Yogyakarta exhibits some distinct characteristics. For instance, the study by Davis and Allensworth (1994) emphasized the importance of comprehensive health programs in schools, while the present study revealed the potential of podcasts as an effective platform for information dissemination. Similarly, the findings contradict that program management is solely administrative (Chatters et al., 2010). Instead, they highlight the shared responsibility and collaboration between students and mentors in managing the podcast program.

The innovative nature of the podcast program at SMAN 8 Yogyakarta and its successful implementation suggest that the students' involvement played a pivotal role in its success. This active student involvement aligns with the "lean thinking" concept in higher education management, prioritizing efficiency and removing waste in program delivery (Zighan & EL-Qasem, 2021). The school's innovative approach may also contribute to overcoming challenges faced by schools in implementing comprehensive interventions (Ingemarson et al., 2014). Despite the novel context and delivery medium, the observed management processes corroborate previous findings on the importance of planning, organizing, directing, and controlling in successful program management (Kasmir, 2009).

This research provides valuable insights into the potential impacts of innovative program management in schools. The successful implementation of the podcast program at SMAN 8 Yogyakarta not only enhances information dissemination, fosters student involvement, and develops their management skills. These outcomes align with previous studies that highlighted the significant role of program management in achieving desirable student outcomes (Militello et al., 2011) and the enhancement of school community engagement (Huaynocha et al., 2014).

This research underscores the effectiveness of podcast program management at SMAN 8 Yogyakarta in disseminating information during the Covid-19 pandemic. Adopting a student-led model under the supervision of teachers could provide a feasible solution for other schools facing similar challenges due to the pandemic. As podcasts continue to rise in popularity, further research is needed to explore how this medium could be employed more widely in educational settings. It is also necessary to examine the potential long-term impacts of such programs on student development and learning outcomes (Zhai et al., 2019).

Conclusion

This study aimed to explore podcast programs, their management, and their efficacy as a tool for information dissemination at SMAN 8 Yogyakarta in the context of the Covid-19 pandemic. It was found that the podcast program, Podcat Pakci, emerged as an innovative solution to the challenges of remote learning and the need for sustained engagement within the school community. Managed entirely by students under the guidance of teachers, Podcat Pakci proved to be a successful medium for sharing information on education and culture, thus reflecting the unique heritage of Yogyakarta. The organizational model adopted in managing this program, which involved planning, organizing, directing, and supervising activities, effectively achieved the program's objectives. The combined efforts of students and teachers ensured smooth functioning and enhanced the quality of the podcasts. The strategic approach to dissemination, through the use of audio and video podcasts on platforms like Spotify and YouTube and the promotion through social media, resulted in widespread

awareness and participation in the program. These findings hold implications for the broader field of educational technology and program management, indicating the potential of innovative, student-led projects in enhancing information dissemination and community engagement and highlighting the pivotal role of program management in achieving desired outcomes, especially during the Covid-19 pandemic. However, the study's limitations include its focus on a single school and its specific cultural and social context, which might need to be more generalizable to other settings. Future research could benefit from exploring podcasts in various educational contexts, understanding how the student-led model could be adapted to different locations, and investigating its long-term impacts on student development and learning outcomes. Additionally, understanding how podcast programs can promote cultural understanding and engagement, as seen with Podcat Pakci, would be valuable. These findings provide a promising starting point for such investigations and underscore the potential of educational technology in responding to global challenges.

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