



The Effectiveness of Podcasts in Improving Primary School Pupils' Critical Listening and Interpretation Skills

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Abstract: This study examines the potential of podcasts based on coastal folklore from Batang Regency to support pupils' critical listening and meaning interpretation skills. A critical literature review was conducted to synthesize findings from 30 sources published between 2015 and 2024 and retrieved from national and international databases. The literature was selected based on relevance to podcasts, local wisdom, critical listening, and meaning interpretation, then analyzed through coding, thematic development, and critical synthesis. The findings identify three contributions. First, podcasts provide flexible and repeatable audio exposure that can support attentive, analytical, and reflective listening. Second, integrating coastal folklore creates culturally meaningful learning contexts that strengthen pupils' cultural literacy and connection with local identity. Third, audio narratives can encourage pupils to interpret implicit messages, narrative elements, and cultural values beyond literal comprehension. The study concludes that locally grounded podcasts have strong pedagogical potential for integrating digital literacy, cultural literacy, and critical listening in primary Indonesian language learning.

Abstrak: Penelitian ini mengkaji potensi podcast berbasis cerita rakyat pesisir Kabupaten Batang dalam mendukung keterampilan menyimak kritis dan interpretasi makna siswa sekolah dasar. Penelitian menggunakan *critical literature review* untuk mensintesis temuan dari 30 sumber yang diterbitkan pada 2015–2024 dan diperoleh dari basis data nasional dan internasional. Literatur dipilih berdasarkan relevansi dengan podcast, kearifan lokal, menyimak kritis, dan interpretasi makna, kemudian dianalisis melalui pengodean, pengembangan tema, dan sintesis kritis. Hasil kajian menunjukkan tiga kontribusi utama. Pertama, podcast menyediakan paparan audio yang fleksibel dan dapat diulang sehingga mendukung menyimak secara penuh perhatian, analitis, dan reflektif. Kedua, integrasi cerita rakyat pesisir menciptakan konteks pembelajaran yang bermakna serta memperkuat literasi budaya dan keterhubungan siswa dengan identitas lokal. Ketiga, narasi audio mendorong siswa menafsirkan pesan tersirat, unsur naratif, dan nilai budaya di luar pemahaman literal. Kajian ini menyimpulkan bahwa podcast berbasis kearifan lokal berpotensi mendukung integrasi literasi digital, literasi budaya, dan menyimak kritis dalam pembelajaran Bahasa Indonesia sekolah dasar.

A. Introduction

The rapid development of digital technology has transformed the way learning resources are accessed, presented, and experienced in primary education. Digital learning provides opportunities for teachers to move beyond conventional text-based materials by incorporating interactive, flexible, and multimodal resources that can accommodate different learning needs. In Indonesian language learning, this transformation is particularly relevant because students are expected not only to understand written information but also to process, evaluate, and interpret information presented through spoken language. The increasing availability of digital media therefore creates opportunities to develop language learning experiences that are more contextual, accessible, and connected to students' everyday environments. However, the integration of digital technology in learning should not be limited to the use of technology itself, digital media needs to serve clear pedagogical purposes and support meaningful development of students' language competencies (Hijja et al., 2025).

Listening is one of the fundamental language skills in primary education because students receive a substantial amount of information through spoken communication. Effective listening requires more than hearing and recalling information. Students need to identify relevant information, distinguish important ideas, recognize relationships among information, infer implicit meanings, and evaluate messages within particular contexts. Such processes are closely related to critical listening, which requires learners to engage actively and analytically with spoken information. In narrative-based learning, students may also need to interpret characters, conflicts, values, intentions, and messages that are not explicitly stated. Consequently, Indonesian language learning should provide learning experiences that move students from literal comprehension toward analytical, reflective, and interpretative listening.

One digital medium with considerable potential for supporting these processes is the podcast. Podcasts provide audio-based learning materials that can be accessed flexibly and replayed according to learners' needs. Unlike conventional classroom explanations that occur only once during a lesson, podcast content can provide repeated exposure to pronunciation, intonation, word stress, narrative structure, and contextual meaning. This characteristic can create opportunities for students to listen carefully and revisit information that they have not fully understood. Previous studies reviewed in this research indicate that podcast-based learning can support students' engagement and listening-related processes, particularly because audio content can be experienced flexibly and repeatedly (Ikrima et al., 2023; Edi et al., 2025; Derana & Azizeh, 2025; Tuange et al., 2025)). However, the pedagogical value of podcasts depends not only on their technical characteristics but also on the quality and relevance of the content delivered through the medium.

One important way to strengthen the relevance of digital learning content is through the integration of local wisdom. Local wisdom provides knowledge, values, traditions, and cultural practices that are closely connected to students' social and cultural environments. Incorporating local cultural content into learning can make abstract concepts more

meaningful because students encounter learning materials that are connected to familiar contexts and community experiences. In Indonesian language education, local wisdom can also function as authentic narrative material through which students learn language while simultaneously developing cultural literacy and awareness of local identity. Previous studies have indicated that culturally relevant stories can strengthen students' engagement and provide opportunities to understand social, moral, and cultural values (Sari & Sapri, 2023). Thus, the integration of local wisdom into digital media offers a potential connection between technological innovation and culturally responsive learning.

Coastal folklore is particularly relevant in this context because folklore represents collective knowledge and cultural experiences transmitted through narratives. Coastal communities possess stories that reflect relationships between people, nature, social life, moral values, and local traditions. For primary school students, such narratives can provide meaningful contexts for listening activities because stories contain characters, settings, conflicts, sequences of events, and implicit messages that require students to construct meaning. When coastal folklore is presented through podcasts, students can simultaneously engage with spoken language and culturally situated narratives. The combination may encourage students to listen beyond literal information by identifying narrative elements, interpreting implicit messages, and relating story meanings to social and cultural contexts. Previous literature suggests that audio narratives can support interpretation of implicit meanings and narrative structures, particularly when learners are encouraged to connect what they hear with contextual information (Tan et al., 2022; Niode et al., 2026).

Nevertheless, the existing literature remains fragmented. Studies on podcasts have generally emphasized technological affordances, student engagement, listening comprehension, or flexible access to learning materials, while studies on local wisdom have more frequently focused on cultural identity, character development, and contextual learning. Other studies have examined storytelling and audio media as resources for comprehension and interpretation. Although these strands of research demonstrate the potential of each component, they have not been sufficiently synthesized to explain how podcasts, local wisdom, and critical listening can be integrated into a coherent learning framework for primary Indonesian language education. Moreover, previous studies have not adequately addressed the specific potential of coastal folklore as culturally situated podcast content for developing both critical listening and meaning interpretation. The literature also reveals practical challenges, including limited production of locally grounded digital content and the continuing dominance of globally oriented digital materials (Pratolo et al., 2022; Mardi et al., 2025).

Research Gap. The principal gap addressed by this study is therefore the limited systematic synthesis of evidence concerning the intersection of podcast-based learning, local wisdom, critical listening, and meaning interpretation in primary education. Existing research provides valuable but relatively separate evidence regarding the effectiveness of podcasts, the educational value of local cultural content, and the role of audio narratives in comprehension. However, there remains insufficient critical synthesis of how these

components can function together, what pedagogical contributions they provide, and what challenges may affect their implementation. This gap is particularly important in the Indonesian context, where culturally relevant learning resources are needed to ensure that digital transformation does not weaken students' connection with local cultural knowledge.

Novelty. The novelty of this study lies in developing a critical synthesis that positions coastal folklore-based podcasts as a potential intersection between digital learning and culturally responsive Indonesian language education. Rather than examining podcasts solely as technological media or local folklore solely as cultural content, this study connects the two through the specific learning dimensions of critical listening and meaning interpretation. The study therefore synthesizes evidence concerning three interconnected dimensions: the role of podcasts in supporting attentive and analytical listening, the contribution of coastal folklore to contextual and cultural learning, and the potential of audio narratives to facilitate interpretation of implicit meanings and cultural values. This perspective provides a more integrated understanding of how locally grounded digital audio resources can contribute to primary language education.

Based on this gap and novelty, this study addresses three research questions: (1) How has podcast-based learning been used to support critical listening skills in primary education?, (2) How can local wisdom, particularly coastal folklore, be integrated into podcast-based learning to support cultural literacy and meaning interpretation?, and (3) What pedagogical potential and implementation challenges emerge from the integration of podcasts, local wisdom, and critical listening in primary education?. Accordingly, this study aims to critically synthesize the existing literature on podcasts, local wisdom, and critical listening; identify the contribution of coastal folklore to meaning interpretation and culturally contextualized learning; and formulate pedagogical implications for the development of locally grounded podcast-based Indonesian language learning in primary education.

B. Method

This study employed a Critical Literature Review (CLR) to systematically identify, examine, compare, and critically synthesize previous research concerning podcast-based learning, local wisdom, critical listening, and meaning interpretation in primary education. A critical literature review was selected because the purpose of the study was not merely to summarize previous findings, but to identify recurring patterns, methodological and pedagogical tendencies, limitations, and potential relationships among the concepts under investigation (Snyder, 2019). The review was guided by a structured process consisting of literature identification, screening, eligibility assessment, inclusion, data extraction, coding, thematic synthesis, and critical interpretation. The approach enabled the researchers to develop an integrated understanding of the potential use of coastal folklore-based podcasts in Indonesian language learning.

The literature search was conducted for studies published between 2015 and 2024. The search focused on academic literature relevant to four main concepts: podcasts, local

wisdom, critical listening, and meaning interpretation. The databases and academic search platforms used in the review were Scopus, SINTA, Google Scholar, Garuda, ScienceDirect, and SpringerLink. The search strategy combined keywords and related terms, including *podcast learning, educational podcast, critical listening, listening comprehension, meaning interpretation, local wisdom, folklore, coastal folklore, cultural literacy, and primary education*. Different combinations of these keywords were used to identify literature addressing either individual concepts or their intersections.

The literature was selected using predetermined inclusion and exclusion criteria. Studies were included when they: (1) were published between 2015 and 2024; (2) addressed podcasts, audio-based learning, local wisdom, folklore, critical listening, interpretation, or closely related educational concepts; (3) were relevant to language learning, primary education, or educational technology; (4) were published in academic journals or other academically credible sources; and (5) provided sufficient information regarding the research focus, findings, or pedagogical implications. Studies were excluded when they: (1) were outside the specified publication period; (2) were unrelated to the research focus; (3) consisted only of abstracts, duplicated records, or non-academic web content; or (4) did not provide sufficient information for meaningful analysis. These criteria were applied to ensure that the final literature set was relevant and sufficiently informative for critical synthesis.

Following the systematic search and screening protocol described by Xiao & Watson (2019), the identification and screening process was conducted in several stages. First, potentially relevant records were identified through database searches using the predetermined keywords. Duplicate records were removed before further assessment. Second, titles and abstracts were screened to determine their relevance to the research questions. Third, potentially eligible studies were examined through full-text assessment. Studies that did not satisfy the inclusion criteria were excluded at this stage. Finally, the studies that fulfilled all eligibility criteria were included in the review and entered into a literature review matrix. The final dataset consisted of 30 sources published during the 2015–2024 period. The selection process was documented through an identification, screening, eligibility, and inclusion sequence to improve methodological transparency.

Data from the selected studies were extracted using a structured review matrix. The extracted information included author and publication year, research context, educational level, type of media or learning approach, local cultural content, research focus, principal findings, and reported pedagogical implications. The studies were subsequently coded according to the central concepts of the review. Initial coding focused on the role of podcasts in listening and engagement, the integration of local wisdom and folklore, students' critical listening processes, interpretation of explicit and implicit meanings, and implementation challenges. Related codes were then grouped into broader categories to identify patterns across the selected literature.

The extracted data were analyzed using thematic synthesis. The analysis involved three interconnected stages. First, findings from individual studies were summarized and coded according to their substantive content. Second, related codes were organized into

descriptive themes representing recurring patterns across the literature. Third, the themes were critically compared to identify convergence, differences, limitations, and potential relationships among podcast-based learning, local wisdom, critical listening, and meaning interpretation. Four principal themes emerged from the synthesis: (1) podcast-based learning and critical listening, (2) integration of local wisdom and cultural literacy, (3) interpretation of meaning through audio narratives, and (4) implementation challenges. Rather than treating the frequency of reported findings as evidence of effectiveness, the synthesis considered the consistency, context, and nature of evidence reported across the selected studies.

To strengthen the credibility of the review, the selected sources were examined according to their relevance to the research questions, publication quality, methodological clarity, and adequacy of reported findings. Evidence from different sources was compared to identify consistent and divergent findings. Particular attention was given to the distinction between empirical evidence and conceptual claims so that conclusions were not extended beyond what the reviewed studies supported. The review process was also documented through the search, screening, selection, extraction, and synthesis stages to improve transparency and reproducibility.

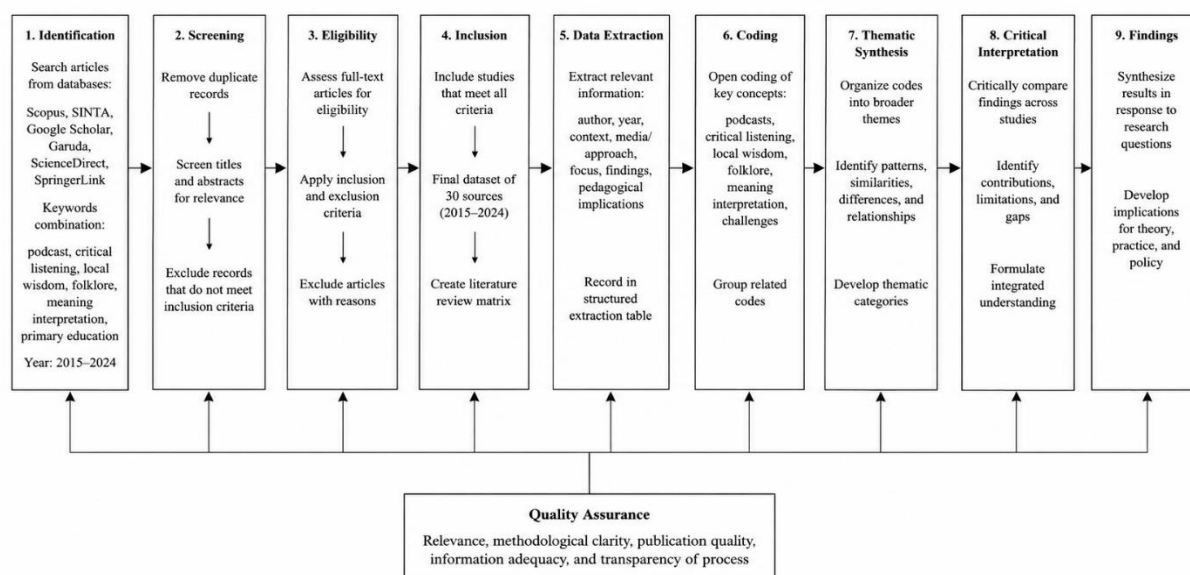


Figure 1. Research Procedure for the Critical Literature Review

C. Result

Overview of the Reviewed Literature

The critical literature review included 30 academic sources published between 2015 and 2024. The selected literature addressed topics related to podcast-based learning, local wisdom, folklore, listening skills, critical listening, and meaning interpretation in educational contexts. The literature was examined through systematic reading, coding, thematic classification, and comparison of reported findings. The analysis identified four

recurring themes: (1) podcast-based learning and listening skills, (2) local wisdom and folklore in learning, (3) critical listening and meaning interpretation, and (4) challenges in implementing locally grounded digital learning media. The distribution of the reviewed findings according to these themes is presented in Table 1.

Table 1. Summary of Thematic Findings

Theme	Main Findings	Representative Studies
Podcast-based learning and listening skills	Podcasts were reported as audio-based learning resources that provide flexible access, repeated listening opportunities, and exposure to spoken-language features.	Ikrima et al (2023) ; Edi et al (2025) ; Andayani et al (2024)
Local wisdom and folklore	Folklore was reported as a source of cultural, social, and moral content that can be incorporated into learning materials.	Sari & Sapri (2023)
Critical listening and meaning interpretation	Studies reported the use of audio narratives for identifying information, understanding implicit meanings, and examining narrative elements and contextual messages.	Tan et al (2022) ; Niode et al (2026)
Implementation challenges	The literature reported limitations related to local digital content, podcast production, teacher readiness, and curriculum integration.	Pratolo et al (2022)

Table 1 shows that the reviewed literature covers both the technological and content dimensions of audio-based learning. Podcast studies primarily addressed the characteristics and use of audio media, whereas local wisdom studies emphasized cultural and contextual content. Studies concerning interpretation focused on students' processing of explicit and implicit information. The literature also reported several conditions that may affect the implementation of locally based digital learning resources.

Podcast-Based Learning and Listening Skills

The first theme identified from the literature concerns the use of podcasts in learning activities. The reviewed studies reported that podcasts provide audio materials that can be accessed flexibly and listened to repeatedly. Several studies also described the use of podcasts to expose learners to spoken-language characteristics, including pronunciation, intonation, word stress, and contextual information ([Fikri et al., 2023](#); [Ramadhani et al., 2023](#)). [Ikrima et al \(2023\)](#) reported the use of podcast-based audio to support students' attention to spoken information, while [Edi et al \(2025\)](#) reported characteristics related to flexible and repeatable learning experiences. [Andayani et al \(2024\)](#) also examined podcast use in relation to students' engagement with digital learning materials.

According to the reviewed literature, podcast activities were implemented in different forms, including listening to recorded narratives, responding to questions based on audio content, and revisiting audio materials during learning activities. The findings indicate that podcast-based learning has been examined primarily in relation to listening

engagement, comprehension, and learners' interaction with spoken information. Prawoto (2023) further characterised podcasts as interactive learning media capable of supporting active learner engagement, extending beyond the role of passive content delivery.

Local Wisdom and Folklore in Learning

The second theme concerns the use of local wisdom and folklore as learning content. The reviewed literature reported that folklore can contain cultural, social, moral, and community-related information. Sari & Sapri (2023), for example, examined folklore as a learning resource associated with cultural and emotional dimensions of learning. Barli et al (2024) similarly reported that local folklore can serve as teaching material that connects character education with cultural values, documenting students' constructive engagement with folklore-based learning activities.

The reviewed studies also showed that local narratives can be presented as learning materials rather than being treated solely as cultural documentation. Folklore-based learning activities included the use of narratives, characters, events, conflicts, and cultural values as content for classroom activities. Within this literature, local wisdom was generally presented as contextual content that connects learning materials with students' cultural environments. Parhan & Dwiputra (2023) confirmed through a systematic review that local wisdom actualization in character education consistently strengthens students' cultural identity and contextual awareness, reinforcing the educational value of incorporating local wisdom into learning.

For the present review, coastal folklore represents a specific form of local cultural content that can be incorporated into podcast-based learning. The literature identified folklore as a narrative form containing multiple elements that can be presented through audio, including characters, settings, sequences of events, conflicts, and messages.

Critical Listening and Meaning Interpretation

The third theme concerns critical listening and the interpretation of meaning. The reviewed literature reported that listening activities can involve more than identifying explicitly stated information. Several studies included activities requiring learners to identify narrative elements, interpret messages, infer information, and relate spoken content to its context. Simbolon et al (2025) examined podcast-based listening learning strategies (Hörverstehen), reporting systematic approaches to developing listening comprehension through structured audio activities, which further supports the pedagogical relevance of audio media for listening development.

Tan et al (2022) examined audio narratives in relation to learners' interpretation of narrative information, while Niode et al (2026) reported the use of audio storytelling in listening-related learning activities. The reviewed studies identified several aspects of interpretation, including implicit messages, character actions, narrative structure, cultural values, and contextual meaning.

The findings across these studies indicate that interpretation activities were generally connected with narrative-based audio materials. Learners were required to process information obtained from spoken narratives and identify meanings that were either explicitly presented or implied within the narrative context.

Implementation Challenges

The fourth theme concerns challenges reported in the implementation of digital learning media based on local wisdom. The reviewed literature identified several limitations, including the availability of locally relevant digital materials, technical requirements for producing audio content, teacher readiness, and integration with existing curriculum objectives.

Pratolo et al (2022) reported challenges associated with the availability and development of locally relevant digital content. The reviewed literature also indicated that the production of podcast-based materials requires appropriate content preparation and technical resources. In addition, the integration of local wisdom into digital learning requires alignment between cultural content and the learning objectives of the subject.

These findings indicate that implementation-related issues occur at several levels, including content availability, media production, teacher preparation, and curriculum integration.

Cross-Theme Findings

The comparison of the four themes identified several recurring elements across the reviewed literature. First, podcasts functioned as the primary audio-based medium. Second, local wisdom and folklore functioned as culturally situated content. Third, listening and interpretation activities represented the main learning processes reported in the literature. Fourth, implementation conditions were repeatedly identified as factors requiring attention when digital media and local cultural content were combined.

Table 2. Cross-Theme Findings from the Literature

Component	Findings Identified in the Literature
Digital medium	Podcasts were used to deliver spoken and narrative content through audio.
Learning content	Local wisdom and folklore were used as culturally situated learning materials.
Listening process	Studies reported activities involving attention, comprehension, information identification, and repeated listening.
Interpretation process	Studies reported identification of implicit messages, narrative elements, contextual information, and cultural values.
Implementation	Content availability, technical production, teacher readiness, and curriculum integration were reported as challenges.

Table 2 summarizes the recurring findings across the four themes without extending them into causal or theoretical interpretations. The synthesis shows that the reviewed

literature addresses the components of podcast-based, local wisdom-oriented learning from different perspectives, while studies directly examining the combined use of coastal folklore podcasts, critical listening, and meaning interpretation in primary Indonesian language learning remain limited.

Conceptual Synthesis of the Reviewed Findings

The thematic findings were further organized into a conceptual sequence representing the relationships among the main elements identified in the literature. The sequence begins with local folklore as learning content, followed by its presentation through podcast-based audio, and continues with listening and interpretation activities. The resulting synthesis is presented in Figure 2.

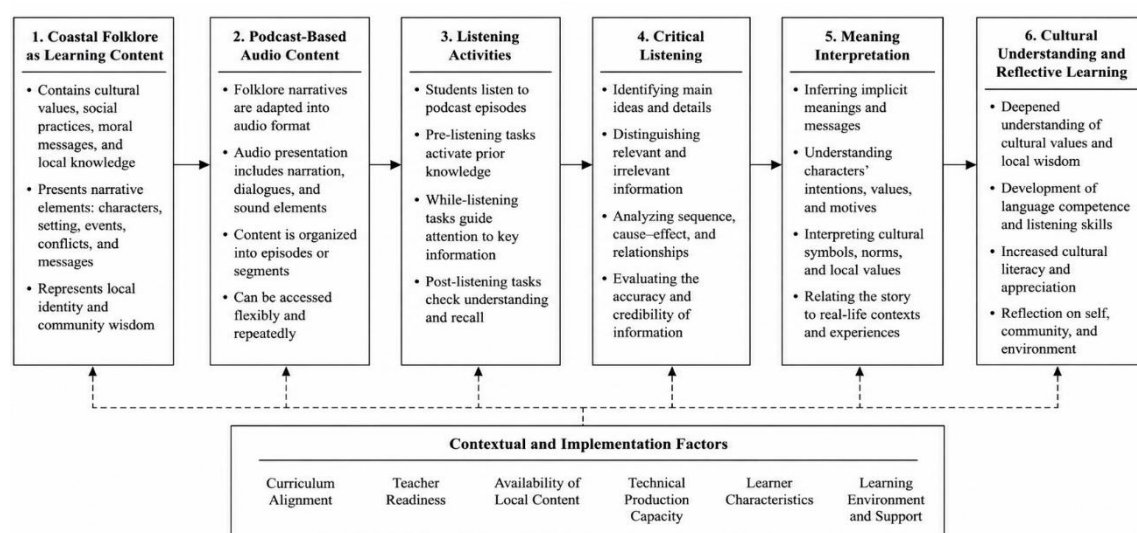


Figure 2. Conceptual Synthesis Derived from the Reviewed Literature

Figure 2 summarizes the main components identified across the reviewed literature, illustrating the thematic relationship between coastal folklore, podcast-based audio content, listening activities, critical listening, meaning interpretation, and cultural understanding. The sequence reflects the recurring relationships identified in the reviewed studies, in which culturally relevant folklore serves as content for podcast-based learning, followed by listening and interpretation processes. The conceptual sequence should not be interpreted as an experimentally tested causal model; rather, it represents a conceptual synthesis of the major themes, learning processes, and relationships reported across the reviewed literature.

D. Discussion

The findings of this critical literature review indicate that podcasts have considerable potential as a medium for supporting critical listening and meaning interpretation in primary language learning. This finding is consistent with previous studies reporting that podcasts provide flexible access to spoken-language materials and allow learners to revisit

audio content according to their learning needs (Ikrima et al., 2023; Edi et al., 2025). However, the contribution of podcasts identified in this review should not be understood as a consequence of the technology alone. Rather, the reviewed evidence suggests that the pedagogical value of podcasts is closely associated with the way audio content is designed, the learning activities accompanying the content, and the type of cognitive engagement expected from learners. This distinction is important because some previous studies have primarily examined podcasts as digital learning media, whereas the present synthesis emphasizes the interaction between the audio medium and the learning processes of critical listening and meaning interpretation.

The potential of podcasts for critical listening can be understood through their capacity to provide repeated and focused exposure to spoken information. Unlike written materials, audio narratives require learners to process information through features such as intonation, pronunciation, pauses, emphasis, and contextual cues. Repeated listening may provide additional opportunities for learners to identify information that was not initially recognized. The findings are consistent with the literature reviewed by Edi et al (2025), which highlights the flexibility and engagement characteristics of podcast-based learning. Similarly, Ikrima et al (2023) emphasizes the role of audio content in directing learners' attention toward spoken-language features. Nevertheless, the present synthesis also indicates that repeated exposure alone is insufficient to constitute critical listening. Learners need activities that require them to identify relevant information, compare ideas, infer meanings, and evaluate messages. Therefore, podcast-based learning should be understood as a medium that creates opportunities for critical listening, while the development of critical listening depends substantially on the instructional tasks surrounding the podcast (Mardi et al., 2025).

The second important finding concerns the integration of local wisdom through folklore. The reviewed literature indicates that folklore provides narratives containing cultural, social, and moral dimensions, as reported by Sari & Sapri (2023). This finding is particularly relevant to Indonesian primary education because language learning does not occur independently of students' cultural environments. When local narratives are incorporated into learning materials, students encounter language within a recognizable social and cultural context. In the case of coastal folklore, the narrative can represent relationships between people, community practices, environmental conditions, values, and local identity. Thus, the contribution of local wisdom extends beyond providing interesting content; it provides a cultural context through which students can construct and discuss meaning. This finding supports the argument in the Introduction that digital transformation should be accompanied by culturally responsive content rather than relying exclusively on generic or globally produced digital materials.

The relationship between local wisdom and podcast learning also provides an important distinction from previous technology-oriented approaches. Several studies have examined the use of podcasts from the perspective of digital media, engagement, or listening development, but the integration of local cultural content has received comparatively less

attention. The literature reviewed in this study suggests that the cultural content of a podcast is an important consideration because the same technological medium can produce different learning experiences depending on the narrative used. A locally grounded narrative can provide students with familiar references that support connections between the information they hear and their existing knowledge. Consequently, coastal folklore can be positioned not merely as an illustration of local culture but as a substantive narrative resource for language learning and interpretation (Cahyani et al., 2026).

The third finding concerns meaning interpretation. The literature indicates that audio narratives can support learning activities that move beyond the identification of explicitly stated information toward interpretation of implicit messages, characters' intentions, narrative conflicts, cultural values, and relationships among events (Tan et al., 2022; Niode et al., 2026). This finding is important because interpretation represents a more complex listening process than simple recall. When students interpret a folklore narrative, they may need to connect explicit information with contextual clues and prior knowledge to construct an understanding of the story's broader meaning. The cultural context of folklore can further enrich this process because messages and values embedded in a story may be connected to particular community practices or local beliefs. Thus, critical listening and meaning interpretation can be considered complementary processes: critical listening concerns how learners examine and evaluate spoken information, while interpretation concerns how they construct meaning from that information.

The synthesis also reveals an important limitation in the existing literature: research integrating podcasts, local wisdom, critical listening, and meaning interpretation remains relatively limited. Previous studies tend to address these components separately. Studies of podcasts commonly focus on digital learning and listening, studies of local wisdom emphasize cultural identity and contextual learning, and studies of narrative interpretation focus on comprehension and meaning construction. The contribution of the present study therefore lies in bringing these strands of evidence together through a critical synthesis. Rather than claiming that coastal folklore-based podcasts have been empirically proven to improve students' skills, the study proposes that the convergence of findings across the literature provides a conceptual basis for considering this integration as a promising direction for future primary language education.

At the same time, the literature identifies several challenges that should not be overlooked. Pratolo et al (2022) highlights limitations related to the availability of locally relevant digital content, while the present synthesis identifies additional concerns regarding podcast production, teacher readiness, and curriculum integration. These challenges indicate that the development of locally grounded podcasts requires coordination between content development and instructional planning. A technically well-produced podcast may have limited educational value if its narrative is not aligned with learning objectives, while a culturally rich story may not support critical listening if students are only asked to listen and recall information. The effectiveness of implementation therefore depends on the alignment between content, medium, learning objectives, and listening tasks. This point also

distinguishes the present study from approaches that treat educational technology primarily as a delivery tool.

From a theoretical perspective, the findings support an integrated view of digital and culturally responsive language learning. Podcasts can provide the medium through which spoken narratives are delivered, local folklore can provide culturally situated content, and structured listening activities can facilitate critical processing and interpretation. This relationship is consistent with the study's conceptual synthesis presented in Figure 2. Importantly, however, Figure 2 should be understood as a conceptual synthesis derived from the reviewed literature rather than an experimentally validated causal model. The framework therefore provides a basis for future empirical investigation rather than a claim of causal effectiveness.

Overall, the findings address the research questions by indicating that podcast-based learning has potential to support critical listening when accompanied by purposeful listening and interpretation activities; that local wisdom, particularly coastal folklore, can provide culturally meaningful content for such learning; and that implementation requires attention to content quality, teacher preparation, technical production, and curriculum alignment. The principal contribution of this review is therefore the identification of an integrated relationship between coastal folklore, podcast-based audio learning, critical listening, meaning interpretation, and cultural understanding. This synthesis extends the existing discussion of podcast-based learning by emphasizing that the educational value of digital audio may be strengthened when technological innovation is combined with culturally relevant content and cognitively purposeful learning activities.

E. Implication

The findings have theoretical and practical implications for primary Indonesian language education by demonstrating the potential of integrating digital audio media with culturally relevant learning content. The synthesis suggests that coastal folklore-based podcasts can provide a meaningful context for developing critical listening and meaning interpretation while simultaneously supporting cultural literacy and students' connection with local identity. For teachers, the findings imply the importance of selecting culturally relevant narratives, designing purposeful pre-listening, while-listening, and post-listening activities, and incorporating questions that encourage students to identify, infer, interpret, and reflect on information rather than merely recall it. For schools and curriculum developers, the findings highlight the need to support the development of locally grounded digital learning resources, teacher competence in podcast-based instruction, and the integration of local wisdom into language learning. However, these implications should be interpreted as evidence-informed recommendations from the literature synthesis rather than as empirically verified causal effects, and their implementation should be further examined through classroom-based research.

F. Limitation and Suggestion for Further Research

Several limitations that should be considered when interpreting its findings. First, the study relied entirely on secondary data from the selected literature and did not involve direct classroom observation, student assessment, or experimental implementation of coastal folklore-based podcasts. Therefore, the identified relationships between podcasts, critical listening, meaning interpretation, and local wisdom represent patterns synthesized from previous studies rather than empirically established causal effects. Second, the reviewed literature varied in research context, participants, learning approaches, and methodological characteristics, which may limit direct comparison across studies. Third, the review focused on literature published between 2015 and 2024 and specifically emphasized podcasts, local wisdom, critical listening, and meaning interpretation; consequently, relevant studies outside these boundaries may not have been represented. Finally, the specific focus on coastal folklore limits the transferability of the conceptual synthesis to other cultural and geographical contexts.

Future research should empirically examine the conceptual relationships identified in this review through classroom-based studies involving primary school students. Experimental or quasi-experimental research could investigate whether coastal folklore-based podcasts produce measurable changes in critical listening and meaning interpretation compared with conventional learning media. Mixed-methods studies are also recommended to combine learning outcomes with qualitative evidence concerning students' engagement, interpretation processes, and cultural responses. Further research could develop and validate actual podcast learning products based on coastal folklore and examine their implementation across different schools and regions. Studies involving other forms of local wisdom and cultural narratives would also be valuable for determining whether the conceptual synthesis developed in this review can be applied beyond the specific coastal context examined in the literature.

G. Conclusion

This critical literature review concludes that podcast-based learning integrated with coastal folklore has strong potential as a culturally grounded digital approach for primary Indonesian language education, particularly in supporting critical listening and meaning interpretation. The synthesis of 30 sources published between 2015 and 2024 identified four interconnected themes: podcast-based listening, local wisdom and folklore, meaning interpretation, and implementation challenges. The findings indicate that podcasts provide flexible and repeatable audio exposure, while coastal folklore offers culturally meaningful narrative content that can support students' engagement with explicit and implicit meanings. However, the findings should be understood as a literature-based conceptual synthesis rather than evidence of experimentally established causal effects. The study contributes an integrated perspective connecting digital audio media, local cultural content, critical listening, meaning interpretation, and cultural understanding, while highlighting

the need for future classroom-based research to empirically validate this conceptual framework.

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