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Podcast-Based Learning Cycle Model Learning Strategies on Creativity and Dialogue Writing Skills in High School

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ABSTRACT

Learning to write dialogues is an essential competency in Indonesian language education at the senior high school level, as it develops language proficiency, creative thinking, communication skills, and the ability to organize ideas systematically. However, many students experience difficulties in generating ideas, constructing communicative conversations, and producing contextually appropriate dialogues, partly due to teacher-centered instructional approaches. This study aims to analyze the effectiveness of a podcast-based Learning Cycle instructional strategy in improving students' creativity and dialogue-writing skills. The model integrates the Learning Cycle approach with podcast media to provide a flexible, engaging, and contextual learning experience that supports active student participation. This research employed a Research and Development (R&D) method consisting of needs analysis, model design, expert validation, implementation, and evaluation. The findings indicate that the podcast-based Learning Cycle model effectively enhances students' creativity in generating ideas, improves their ability to construct communicative dialogues, and significantly increases learning outcomes. These results suggest that the model offers an innovative instructional alternative for fostering creativity and dialogue-writing skills while supporting technology-integrated learning in senior high school Indonesian language classrooms.

1. Introduction

The development of education in the 21st century requires a paradigm shift from teacher-centered instruction to student-centered learning that actively engages students in constructing knowledge. This transformation is intended to develop essential competencies, including critical thinking, creativity, communication, and collaboration, which are considered fundamental skills for learners in the digital era (Maielfi et al., 2023). Among these competencies, writing is regarded as one of the

most important productive language skills because it enables learners to express ideas, experiences, opinions, and knowledge in a structured and meaningful form. Writing activities also encourage higher-order thinking and creativity, allowing students to organize information logically while communicating effectively (Nurgiyantoro, 2021; Sawyer, 2021).

In Indonesian language learning at the senior high school level, dialogue writing is one of the essential competencies that students are expected to master. Through dialogue writing, students develop not only linguistic competence but also imagination, creativity, communicative ability, and social awareness by constructing conversations appropriate to specific contexts and situations. Creativity plays a significant role in this process because students are required to generate original ideas, develop characters, organize conflicts, and produce coherent conversations. According to Runco & Jaeger (2020), creativity involves the ability to produce ideas that are both novel and appropriate to a given context, making it an important component of dialogue writing.

Despite its importance, previous studies indicate that students' dialogue-writing ability remains relatively low. Many students experience difficulties in determining themes, developing conflicts, constructing coherent dialogue sequences, and selecting appropriate vocabulary and language expressions. Similar findings have been reported by Rosmawati et al. (2021) and Putri & Umar (2023), who found that students often struggle to produce communicative and meaningful written dialogues due to limited opportunities for active learning and creative expression. These challenges are closely related to instructional practices that remain predominantly teacher-centered, emphasizing the delivery of theoretical knowledge rather than meaningful learning experiences. Consequently, students become passive recipients of information and have limited opportunities to explore ideas independently or develop creative thinking skills. Furthermore, the lack of engaging instructional media has been identified as one of the factors reducing students' motivation and participation during language learning activities (Hidayati, 2021; Rahmawati, 2020).

One instructional model that has considerable potential to address these challenges is the Learning Cycle model, which is grounded in constructivist learning theory. The Learning Cycle emphasizes active knowledge construction through sequential stages of engagement, exploration, explanation, elaboration, and evaluation (Joyce et al., 2020). Rather than receiving information passively, students actively investigate learning problems, discuss ideas, construct concepts, and apply newly acquired knowledge in authentic situations. Previous studies have demonstrated that Learning Cycle-based instruction significantly improves students' conceptual understanding, critical thinking, higher-order thinking skills, learning outcomes, and writing abilities (Djadir et al., 2021; Hidayat & Nurfitriani, 2023; Husna et al., 2024; Musafiri et al., 2024). Specifically, Dewi (2024) and Putri & Umar (2023) reported that the Learning Cycle model effectively enhanced students' writing performance by promoting active participation and independent knowledge construction.

Alongside instructional models, integrating digital learning media has become increasingly important in supporting meaningful learning experiences. Educational media serve as instructional tools that facilitate the delivery of learning materials, increase student motivation, and improve learning effectiveness (Arsyad, 2021; Daryanto, 2020). Among various forms of digital media, podcasts have recently attracted considerable attention because they provide flexible, accessible, and authentic audio-based learning experiences that students can access anytime and anywhere. Podcasts enable students to listen repeatedly to authentic conversations, understand pronunciation, intonation, vocabulary usage, conversational structure, and contextual language expressions. Several studies have confirmed that podcast-based learning significantly improves students' writing ability, creativity, motivation, and engagement in Indonesian language learning (Adlini et al., 2024; Fatihah et al., 2023; Hidayat & Nurfitriani, 2023; Khaeruddin, 2023; Ma'rufah, 2023; Maulina & Supriana, 2024; Nantana & Wiradimadja, 2023).

Although numerous studies have investigated the effectiveness of either the Learning Cycle model or podcast media separately, limited research has integrated both approaches into a single instructional model specifically designed to improve dialogue-writing skills among senior high school students. Most previous studies have focused on reading comprehension, science learning, critical thinking, or other forms of writing, while research combining constructivist learning cycles with podcast-based media for dialogue writing remains scarce.

Therefore, this study seeks to develop and evaluate a Podcast-Based Learning Cycle Model that integrates the constructivist stages of the Learning Cycle with authentic podcast media. It is expected that this instructional model will provide a more engaging, contextual, and student-centered learning experience, ultimately enhancing students' creativity and dialogue-writing skills while contributing to the development of innovative digital pedagogy in Indonesian language education.

2. Methodology

This study employed a Research and Development (R&D) approach with the primary objective of designing, developing, validating, and evaluating the effectiveness of a podcast-based Learning Cycle instructional model for improving students' dialogue-writing skills and creativity. The development of the instructional model was based on the constructivist principles of the Learning Cycle, which emphasize active student engagement, knowledge construction, and reflective learning (Joyce et al., 2020).

Furthermore, podcast media were selected because digital audio learning has been shown to provide flexible, contextual, and student-centered learning experiences that are compatible with the characteristics of 21st-century learners (Arsyad, 2021; Fatihah et al., 2023; Handoko et al., 2025). The study was conducted with Grade XI senior high school students, while Indonesian language teachers participated as collaborators throughout the implementation process. The teachers contributed to lesson planning, classroom implementation, classroom observation, and evaluation

of the developed learning model to ensure that the instructional procedures were consistent with the curriculum and classroom learning objectives.

The research procedure consisted of several systematic stages, including needs analysis, instructional model design, podcast media development, expert validation, limited trials, field implementation, revision, and product effectiveness evaluation. During the needs analysis stage, classroom observations, interviews with teachers, and preliminary assessments were conducted to identify students' difficulties in dialogue writing. The findings revealed that many students experienced problems in generating ideas, organizing dialogue structures, selecting appropriate language expressions, and maintaining communicative interactions within written dialogues. These findings are consistent with previous studies indicating that students often require more interactive and technology-supported learning media to facilitate writing activities and increase learning motivation (Hidayati, 2021; Rahmawati, 2020). The results of the needs analysis therefore became the foundation for developing a podcast-based Learning Cycle model that combines inquiry-oriented learning activities with digital audio media.

Following the needs analysis, the initial prototype of the learning model was designed by integrating the five stages of the Learning Cycle—engagement, exploration, explanation, elaboration, and evaluation—with educational podcast media. The podcasts were developed using authentic dialogue scenarios that reflected students' daily experiences and were aligned with the Indonesian language curriculum. Previous research has demonstrated that podcasts effectively support language learning by improving students' listening comprehension, idea generation, and writing performance through authentic language exposure (Adlini et al., 2024; Khaeruddin, 2023; Ma'rufah, 2023). Before classroom implementation, the instructional model and podcast materials were evaluated by experts in Indonesian language education, instructional media, and learning design. The expert validation process focused on the relevance of learning objectives, content accuracy, language appropriateness, media quality, instructional feasibility, and overall usability (Arsyad, 2021; Daryanto, 2020). Suggestions provided by the validators were incorporated into the revised version before conducting classroom trials.

The revised product was subsequently implemented through limited and field trials involving students in experimental learning activities. During the implementation, students participated in sequential Learning Cycle activities supported by podcasts, while teachers observed student engagement, creativity, classroom interaction, and learning participation. The implementation of the Learning Cycle stages was intended to facilitate students' active involvement in constructing knowledge while encouraging higher-order thinking and creative problem solving, as suggested by previous Learning Cycle research (Djadir et al., 2021; Husna et al., 2024; Musafiri et al., 2024). Continuous observations and reflections were conducted throughout the implementation to identify strengths and areas requiring improvement before the final evaluation of the learning model.

The research instruments included classroom observation sheets, expert validation questionnaires, student response questionnaires, interview guidelines, documentation, and dialogue-writing performance tests administered before and after the intervention. The dialogue-writing assessment employed predetermined scoring criteria covering creativity, originality, coherence, dialogue structure, communicative effectiveness, vocabulary selection, and language accuracy. The creativity component was evaluated by considering originality and flexibility of ideas in accordance with the standard definition of creativity proposed by Runco & Jaeger (2020), while the language assessment criteria referred to competency-based language assessment principles (Nurgiantoro, 2021).

The collected data were analyzed using both quantitative and qualitative techniques. Quantitative analysis was conducted to determine the effectiveness of the developed learning model through descriptive statistics, average score comparisons, percentage analysis, and normalized gain (N-Gain) calculations to measure improvements in students' learning outcomes. Qualitative analysis was employed to interpret classroom observations, teacher reflections, students' responses, and expert validation results in order to provide a comprehensive description of the implementation process and evaluate the practicality and effectiveness of the podcast-based Learning Cycle model in enhancing students' creativity and dialogue-writing skills. The combination of quantitative and qualitative analyses enabled the researchers to examine not only the effectiveness of the developed product but also the quality of its implementation in authentic classroom settings.

3. Results and Discussion

The Podcast-Based Learning Cycle Model was implemented through five instructional stages: engagement, exploration, explanation, elaboration, and evaluation. The intervention was carried out during Indonesian language lessons focusing on dialogue-writing skills. The podcasts used in this study consisted of authentic audio-based dialogue materials related to students' daily experiences, including friendship, school activities, family interactions, social communication, and problem-solving situations. Each episode lasted approximately 8–12 minutes and featured conversations between two or more speakers using natural communicative language. The podcast materials were carefully selected to align with the Indonesian language curriculum and the learning objectives for dialogue writing, emphasizing dialogue structure, language expressions, characterization, and contextual communication. Throughout the learning process, students interacted with the podcasts not only as listeners but also as active participants who analyzed, discussed, interpreted, and developed ideas based on the audio content.

Application of the Engagement Stage in Increasing Student Learning Motivation

The engagement stage aimed to stimulate students' curiosity and activate their prior knowledge before learning new concepts. At the beginning of the lesson, students listened to a selected podcast episode without receiving any prior explanation

regarding its content. The teacher encouraged students to predict the topic, identify the possible setting, recognize the speakers, and infer the communicative purpose of the conversation. Students were also asked several guiding questions that prompted them to relate the podcast to their own daily experiences. This activity created an interactive learning atmosphere, increased students' motivation, and prepared them cognitively and emotionally to participate in subsequent learning activities. The use of authentic audio recordings also attracted students' attention because the conversations resembled real-life communication rather than textbook examples.

Application of the exploration Stage in Developing Dialogue Understanding

During the exploration stage, students individually and collaboratively analyzed the podcast content. Working in small groups, they identified important dialogue components, including characters, themes, conflicts, communicative intentions, sequence of ideas, vocabulary choices, language styles, expressions, and conversation flow. Students discussed how speakers introduced topics, responded to one another, expressed emotions, and maintained coherence throughout the conversation. They also compared different communication strategies used by the speakers and identified examples of effective dialogue. Rather than receiving direct explanations from the teacher, students were encouraged to construct their own understanding through observation, discussion, and collaborative inquiry. This learning process promoted critical thinking while helping students discover the essential characteristics of effective dialogue writing.

Application of the Explanation Level in Strengthening Concept Understanding

In the explanation stage, each group presented the results of their discussion and shared their interpretations with the entire class. Students explained the dialogue elements they had identified and justified their analyses using examples from the podcast. The teacher then facilitated classroom discussions by providing constructive feedback, clarifying misconceptions, and reinforcing theoretical concepts related to dialogue structure, communicative language use, character interaction, coherence, and conversational techniques. Additional examples were provided whenever students experienced difficulties in understanding specific concepts. Through reflective discussions and teacher guidance, students developed a more comprehensive understanding of dialogue-writing principles while strengthening the knowledge they had constructed during the exploration stage.

Application of the elaboration Stage in Developing Creativity in Writing Dialogues

The elaboration stage emphasized the application of knowledge through creative writing activities. Students were instructed to produce original dialogues inspired by the situations, themes, communication patterns, and language expressions presented in the podcasts. Rather than copying the conversations, students created entirely new scenarios by developing original characters, settings, conflicts, and resolutions while maintaining appropriate dialogue structures and communicative language.

The teacher encouraged students to incorporate creative ideas, vary language expressions, and adapt the dialogue to different social contexts. Since podcasts provide only audio information without visual illustrations, students relied on their imagination to visualize situations and construct richer narrative contexts. This process stimulated creativity, originality, and flexibility of thinking, enabling students to generate more meaningful and engaging dialogue texts.

Application of The Evaluation Stage in Measuring Learning Outcomes

The final stage focused on evaluating both the learning process and students' learning outcomes. Students' dialogue-writing products were assessed using predetermined criteria covering creativity, originality, coherence, dialogue structure, language accuracy, communicative effectiveness, vocabulary use, and the relevance of dialogue to the assigned context. In addition to product assessment, classroom observations and learning reflections were conducted to examine students' participation, collaboration, confidence, and engagement throughout the learning activities.

Students were also encouraged to reflect on the challenges they encountered and the strategies they used to develop dialogue ideas from the podcasts. These evaluation activities provided comprehensive information regarding students' cognitive achievement, creative performance, and overall learning experiences. The sequential implementation of the Podcast-Based Learning Cycle Model successfully promoted active learning, strengthened conceptual understanding, stimulated creative thinking, and improved students' dialogue-writing skills. The comparison of students' dialogue-writing performance between the experimental and control classes is presented in Table 1.

Table 1. Results of Comparison of Experimental Class and Control Class Values

Yes	Groups	Average	Categories
1	Experimental Classes	81,40	Excellent
2	Control Class	72,26	Good
3	Differences	9,14	Increase

As shown in Table 1, the experimental class obtained a higher mean score (81.40) than the control class (72.26), with a mean difference of 9.14 points. This result indicates that students who learned through the Podcast-Based Learning Cycle Model outperformed those who received conventional instruction in dialogue-writing tasks. The higher achievement of the experimental group suggests that the model provided a more effective learning experience, enabling students to develop their dialogue-writing skills more successfully. The effectiveness of the Podcast-Based Learning Cycle Model was evaluated using the N-Gain score, as presented in Table 2. As shown in Table 2, the average score increased from 64.10 on the pretest to 85.25 on the posttest, resulting in an N-Gain value of 0.70, which falls within the effective category. This finding indicates that the Podcast-Based Learning Cycle Model effectively improved students' dialogue-writing achievement.

Table 2. Learning Effectiveness Outcomes Based on N-Gain

Yes	Components	Score
1	Pretest	64,10
2	Posttest	85,25
3	N-Gain	0,70
4	Categories	Effective

The substantial increase in learning outcomes also suggests that integrating podcasts into the Learning Cycle approach supported students in developing creativity and constructing dialogue texts more effectively.

4. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the learning strategy of the podcast-based Learning Cycle model has proven to be effective in increasing the creativity and dialogue writing skills of high school students. This learning model provides students with the opportunity to be actively involved in each stage of learning so that they can build knowledge based on hands-on learning experiences. The use of podcasts as a learning medium has a positive impact on students' motivation to learn. Podcasts are able to provide a more interesting, contextual, and appropriate learning experience in accordance with the characteristics of today's digital generation. Through podcasts, students get various examples of dialogue that can be used as a source of inspiration in developing ideas, building character characters, and composing communicative conversations.

The increase in students' creativity can be seen from their ability to produce more original, diverse, and in accordance with the given theme. Meanwhile, the improvement of dialogue writing skills can be seen from students' ability to arrange conversations that are coherent, logical, communicative, and in accordance with applicable language rules. The results of the study also showed a significant increase in learning outcomes in the experimental class compared to the control class. Thus, the podcast-based Learning Cycle model can be recommended as an alternative to an innovative, effective, and relevant Indonesian language learning strategy to the demands of 21st century education. This model not only improves student learning outcomes, but also helps develop creativity, critical thinking skills, communication skills, and digital literacy that are needed in modern life.

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