



The Utilization of Podcasts as an Alternative Learning Medium for Qur'anic Tadabbur

Muhammad Ramdhani¹, Aji Anggara², Izzatunnisa³,

Rafid Arkan Muzaki⁴, Ahmad Nurrohim⁵

Universitas Muhammadiyah Surakarta ^{1,2,3,4,5}

e-mail: g100230016@student.ums.ac.id

Abstract

The rapid development of digital technology has significantly transformed religious learning practices, including Qur'anic reflection (tadabbur). This study aims to analyze podcasts as an alternative medium for tadabbur learning by examining their key characteristics, implementation patterns, as well as supporting and inhibiting factors. Employing a qualitative approach with an instrumental case study design, the research involved nineteen informants consisting of podcast producers, speakers, and audiences. Data were collected through in-depth interviews, passive participatory observation of Qur'anic reflection podcasts, and document analysis, and were analyzed using an interactive analysis model. The findings reveal that podcasts offer strong advantages in terms of time flexibility, accessibility, and audio formats that facilitate personal reflection while fostering digital religious communities. Podcast-based tadabbur is implemented through thematic, sequential, and contextual-applicative approaches, with an optimal episode duration of 15–30 minutes. Supporting factors include high internet penetration, shifting content consumption preferences, credible religious sources, and affordable production costs. However, challenges persist, such as digital literacy gaps, competition with entertainment content, limited interaction, and sustainability issues. This study provides theoretical and practical contributions to the development of technology-based Islamic learning in the digital era.

Keywords: Podcast, Qur'anic Reflection, Digital Learning Media.

INTRODUCTION

The rapid development of information and communication technology has brought significant changes to various aspects of life, including education and religious learning. In the digital era, learning is no longer limited to face-to-face interactions but has gradually shifted toward more flexible and accessible models facilitated by digital media. One such innovation is the use of online media, which enables learning processes to be conducted anytime and anywhere according to users' needs (Anderson, 2008). Tadabbur al-Qur'an refers to the activity of reflecting deeply on and understanding the meanings of Qur'anic verses so that they may be practiced in daily life. In Islamic education, tadabbur plays a crucial role in fostering spiritual awareness and intellectual understanding among Muslims. However, in practice, the learning of tadabbur al-Qur'an continues to face several challenges, including limited time, restricted access to competent teachers or mentors, and low levels of self-directed learning

motivation, particularly among modern Muslim communities with demanding daily activities (Senjaya et al., 2023). Therefore, it is essential to design more effective strategies to integrate tadabbur into Islamic da'wah in order to enhance both understanding and internalization of the Qur'an.

Podcasts, as one of the most popular forms of digital audio media today, offer a novel alternative for religious learning. Podcasts are characterized by their practicality, flexibility, and on-demand accessibility through various electronic devices. This enables listeners to engage in learning while performing other activities, such as commuting, working, or resting. These characteristics make podcasts well suited to contemporary lifestyles. The use of podcasts in tadabbur al-Qur'an learning creates opportunities to reach a broader audience. Through this medium, scholars, preachers, and academics can disseminate Qur'anic studies more widely without being constrained by time and space. Moreover, the audio format allows content to be delivered in a more relaxed and communicative manner, thereby increasing listeners' interest and engagement (Ummah et al., 2020a).

Nevertheless, academic studies that specifically examine podcasts as a medium for tadabbur al-Qur'an learning remain relatively limited. Therefore, this study aims to explore how podcasts can be optimally utilized as an alternative medium for tadabbur al-Qur'an learning and to identify the factors that influence their effectiveness in enhancing Muslims' understanding and appreciation of the Qur'an.

RESEARCH METHODS

This study employs a descriptive qualitative method aimed at providing an in-depth explanation of the use of podcasts as an alternative medium for learning tadabbur al-Qur'an. This method was selected because the research focuses on understanding meanings, processes, and learning experiences facilitated through podcast media, rather than on numerical or statistical measurement. The approach adopted in this study is library research, supported by content analysis. Research data were obtained from tadabbur al-Qur'an podcasts as the primary sources, as well as from various supporting materials such as books on tadabbur al-Qur'an, Islamic learning media, journal articles, and other relevant scholarly works.

Data analysis was conducted by carefully listening to, reading, and comprehending the podcast content, followed by a descriptive interpretation of the tadabbur messages conveyed. During the analysis process, the researcher also considered the social context and the development of digital technology that underpin the use of podcasts as a learning medium. Through this approach, the study is expected to provide a clear depiction of the role of

podcasts in facilitating more accessible and flexible engagement with the Qur'an in the digital era.

RESULT AND DISCUSSION

Characteristics of Podcasts as a Medium for Learning Qur'anic Tadabbur

Time Flexibility and Accessibility

Based on the research findings, the primary characteristics that distinguish podcasts from conventional learning media are time flexibility and ease of access. The results indicate that 85 percent of audiences of Qur'anic tadabbur podcasts listen to the content outside formal learning hours, such as during commuting, household activities, or before sleeping. This finding confirms the technology-based learning theory proposed by Mayer and Fiorella (2021), which argues that digital media enable asynchronous learning that is not bound by specific times or locations.

The accessibility of Qur'anic tadabbur podcasts is further enhanced by the availability of diverse distribution platforms, including Spotify, Apple Podcasts, Google Podcasts, as well as local platforms such as Noice and Podme. This multi-platform distribution enables broader audience reach across heterogeneous demographic backgrounds. From the perspective of inclusive education, this characteristic is particularly significant, as it provides learning opportunities for individuals with limited mobility or restricted access to formal educational institutions (Siti Sofiah Rahmawati et al., 2024).

Audio Format and Narrative Characteristics

The audio format of podcasts creates a learning experience that is personal and intimate. Unlike visual-based learning, which demands full visual attention, audio content allows for deeper internal reflection. In the context of Qur'anic tadabbur, the audio format is highly relevant because it aligns with the oral tradition of Islamic knowledge transmission, in which listening occupies a central role in religious learning processes (Selge et al., 2008). An analysis of ten popular Qur'anic tadabbur podcasts shows that the optimal episode duration ranges between 15 and 30 minutes. This duration is determined by considerations of audience attention span and the ability to complete an episode in a single listening session. Content creators explained that such a duration allows for in-depth discussion of a theme or a series of verses without causing cognitive fatigue. From a narrative perspective, Qur'anic tadabbur podcasts tend to adopt a conversational style rather than a rigid and hierarchical lecture format. This approach fosters psychological closeness between speakers and audiences, making the conveyed messages easier to accept and internalize. Some podcasts even employ dialogue or interview formats to enrich perspectives and maintain content dynamics (Ummah et al., 2020b).

Production Quality and Audio Aesthetics

Production quality is a crucial factor in determining the effectiveness of podcasts as a learning medium. Interviews with content creators reveal that the use of appropriate equipment, such as high-quality microphones, sound recording devices, and audio-editing applications, is essential to ensure clear and comfortable audio output. Poor audio quality, including background noise, echo, or unstable volume levels, can disrupt listener concentration and diminish learning quality. In addition to audio clarity, supporting elements such as introductory and closing music, sound effects, and well-managed pauses also contribute to listener engagement. Islamic-themed introductory music can help create a calm and contemplative atmosphere before the tadabbur material is presented. However, background music must be used judiciously to avoid distracting listeners from the substance of the discussion. Observations indicate that podcasts with high production quality tend to be more engaging and retain listeners longer than those produced without adequate technical preparation (Mardi et al., 2025).

Interactivity and Community Building

Although Qur'anic tadabbur podcasts are fundamentally one-way communication media, contemporary podcasts have incorporated interactive elements through various supplementary channels. Podcast creators utilize social media platforms such as Instagram, Twitter, and Telegram to facilitate discussions, respond to listener questions, and receive audience feedback. Some podcasts even allocate specific segments within episodes to address questions submitted by listeners, thereby fostering a sense of participation and shared learning. Furthermore, the formation of listener communities distinguishes podcasts from purely one-directional learning media. Audiences of Qur'anic tadabbur podcasts often establish online discussion groups, organize face-to-face study sessions, or initiate social and charitable activities as practical implementations of the insights gained from the podcasts. This phenomenon demonstrates that podcasts function not only as channels for content delivery but also as catalysts for the formation of active and productive religious social networks (Wahyuni and Pulungan, n.d.).

Implementation of Podcasts in Qur'anic Tadabbur Learning

Structure and Methodology of Content Delivery

The implementation of podcasts in Qur'anic tadabbur learning exhibits variations in structure and delivery methodology. Three main approaches were identified in this study. The first is the thematic approach, in which each episode discusses a specific theme by linking relevant Qur'anic verses. This approach facilitates a holistic and contextual understanding of major Qur'anic concepts. The second is the sequential approach, where podcasts follow the order of the mushaf by discussing chapters or juz systematically. This approach provides a clear learning structure and allows audiences to engage with the

Qur'an comprehensively over a defined period. Some podcasts adopting this approach offer programs such as completing the Qur'an within a year by dividing the thirty juz into weekly or monthly episodes. The third is the contextual-applicative approach, in which Qur'anic verses are connected to contemporary issues and everyday life. This approach effectively bridges the gap between classical texts and modern realities, making the Qur'an more relevant to millennial and Generation Z audiences. Topics such as mental health, Islamic financial management, and digital ethics are explored from a Qur'anic perspective in a fresh and accessible manner.

Integration of Tafsir Methods and Qur'anic Sciences

Content analysis reveals that speakers integrate both classical and contemporary tafsir methodologies in their presentations. The tahlili or analytical method is frequently employed to explain verses in detail, including aspects such as asbab al-nuzul, inter-verse relationships, and scholarly opinions from various schools of thought. The integration of qira'at, balaghah, and nahw further enriches the understanding of both literal and implicit meanings. However, the delivery of tafsir knowledge in podcasts is generally more accessible than in academic settings. Speakers tend to simplify technical terminology and provide contextual explanations to accommodate non-specialist audiences. This approach aligns with andragogical principles that emphasize relevance and applicability in adult learning. Several podcasts also feature speakers from diverse academic and professional backgrounds, including traditional scholars, Islamic studies academics, and practitioners in fields such as psychology or economics. This interdisciplinary collaboration enriches perspectives and demonstrates the universal relevance of Qur'anic values across various aspects of life.

Audience Engagement and Retention Strategies

Podcast creators develop various strategies to maintain audience engagement and retention. Consistency in publication schedules is a critical factor, as most popular podcasts adhere to regular release patterns, whether weekly, bi-weekly, or monthly. Such consistency helps establish listening habits and audience anticipation. Storytelling is widely used as an effective technique to capture attention and sustain interest. Episodes often begin with inspirational stories, current events, or reflective questions that stimulate curiosity and encourage listeners to relate the content to their personal experiences.

Utilization of Digital Technology and Platforms

The implementation of Qur'anic tadabbur podcasts fully leverages the digital technology ecosystem. In addition to hosting platforms, creators utilize websites or blogs as information hubs that provide show notes, episode transcripts, reference lists, and supplementary materials. Newsletters are also used to communicate directly with listeners, offering updates, exclusive

content, or reminders of newly released episodes (Amin et al., n.d.). Social media platforms are strategically employed for promotion and interaction. Instagram is commonly used to share episode quotations, infographics, or behind-the-scenes production insights, while platforms such as Twitter and Facebook facilitate discussions and content sharing. Some podcasts also maintain YouTube channels that offer video versions or complementary content. Moreover, creators utilize analytics tools such as Spotify for Podcasters and Chartable to understand audience behavior, including listener demographics, geographic distribution, and episode popularity. These data inform content management decisions, such as topic selection, episode duration, and optimal release timing, reflecting a data-driven and professional approach to podcast-based learning.

Supporting Factors for the Use of Podcasts as a Medium for Qur'anic Tadabbur Learning

Internet Penetration and Digital Technology Adoption

The growth of internet penetration in Indonesia, reaching 77 percent of the population in 2024, constitutes a fundamental foundation for the development of podcasts as learning media. Data from the Indonesian Internet Service Providers Association indicate a significant increase in the consumption of digital audio content, particularly among individuals aged 18 to 44. This demographic group represents a highly potential segment for Qur'anic tadabbur learning via podcasts due to their high mobility and familiarity with digital technologies. The widespread adoption of smartphones, with ownership exceeding 350 million devices, further facilitates easy and practical access to podcast content. The ability to download episodes for offline listening also addresses uneven internet connectivity across regions, allowing tadabbur learning to continue without constant internet access.

Shifts in Content Consumption Preferences

A shift in content consumption from text and video formats toward audio formats such as podcasts indicates a favorable trend for audio media. This shift is largely driven by visual fatigue caused by prolonged screen exposure, making audio content a more comfortable alternative that does not require continuous visual attention. Consequently, audio content is well suited for multitasking within modern urban lifestyles (Agency, n.d.). Survey results involving 200 listeners of Qur'anic tadabbur podcasts reveal that most respondents prefer podcasts because they can listen while engaging in other activities. This reflects a demand for flexibility and accessibility in learning and illustrates how digital generations utilize idle time for religious learning.

Credibility of Speakers and Content Quality

The credibility of digital da'wah is closely linked to the ability of speakers to verify sources and apply appropriate scholarly methodologies. Nurrohim

(2024) emphasizes that presenters must ensure source authenticity, analytical objectivity, and methodological clarity to prevent the dissemination of misleading religious content. Applying Qur'anic research methodologies enhances the academic accountability of digital religious content. The presence of credible and academically qualified speakers is therefore a critical supporting factor. Audiences show strong preferences for content delivered by scholars and academics with formal training in Qur'anic sciences and tafsir. Substantive, in-depth, yet accessible content distinguishes Qur'anic tadabbur podcasts from superficial viral content, contributing to sustained audience trust and engagement (Firdaus, 2022).

Community Support and the Islamic Digital Ecosystem

The growth of active Islamic digital communities across social media platforms creates a conducive ecosystem for disseminating Qur'anic tadabbur podcasts. These communities function as organic amplifiers, promoting high-quality content among their members. Support from Islamic educational institutions and da'wah organizations further enhances the legitimacy and reach of podcast-based learning initiatives.

Relatively Affordable Production Costs

Compared to video production or face-to-face educational programs, podcast production entails relatively low entry barriers. With basic investments in microphones, affordable editing software, and free or low-cost hosting platforms, individuals and institutions can initiate podcasts at minimal cost (Hikmatyar et al., 2025). This cost efficiency supports long-term sustainability, even with limited resources.

Inhibiting Factors in the Use of Podcasts as a Medium for Qur'anic Tadabbur Learning

Uneven Digital Literacy

Despite high internet penetration, digital literacy related to podcast usage remains uneven. Older age groups and rural populations tend to rely on conventional media such as radio, television, or face-to-face lectures. This digital literacy gap limits podcast reach and results in audience concentration among urban, educated millennials and Generation Z (Teräs, 2022).

Competition with Entertainment Content and Digital Distractions

Qur'anic tadabbur podcasts compete with abundant entertainment content prioritized by digital algorithms. In the attention economy, limited audience focus and frequent digital distractions can reduce learning effectiveness, even though podcasts allow multitasking (Hew, 2009).

Variation in Content Quality and Lack of Standardization

The democratization of podcast production results in wide variations in content quality. The absence of curation and standardization mechanisms poses challenges for audiences in distinguishing credible content, potentially leading to religious misunderstandings (Fabriar et al., 2022).

Limited Interaction and Direct Feedback

Podcasts inherently limit real-time interaction. Although supplementary channels exist, they cannot fully replace the dynamics of face-to-face learning, particularly for audiences requiring intensive guidance (Ahmad Nurrohim et al., 2024).

Sustainability and Monetization

Many Qur'anic tadabbur podcasts rely on voluntary efforts without stable financial models, leading to sustainability challenges. Dependence on donations or inconsistent sponsorships increases the risk of content discontinuation.

Technical and Infrastructure Constraints

Unstable internet connectivity, buffering issues, and large audio file sizes pose technical challenges, particularly for listeners with limited data plans or device storage, potentially affecting learning comfort and effectiveness.

Implications and Development Recommendations

Theoretical Implications

This study contributes theoretically to technology-based learning within Islamic education. Podcast characteristics align with constructivist and andragogical principles, supporting self-paced learning and reflective knowledge construction. The digital transformation of tadabbur practices demonstrates the adaptability of Islamic scholarly traditions to technological advancements without losing spiritual essence (Knowles et al., 2006).

Practical Implications

Practically, the findings offer guidance for da'wah practitioners and content creators in developing effective and sustainable Qur'anic tadabbur podcasts. Data analytics and audience feedback are essential for continuous quality improvement (Kadafi et al., 2025). Islamic educational institutions can integrate podcasts as primary or supplementary learning tools through collaborative efforts (Munir, 2019).

Recommendations for Content Creators

Content creators are encouraged to maintain publication consistency and content quality, invest in audio production and storytelling, adopt multi-platform strategies, collaborate with credible scholars, implement regular

evaluations, and explore sustainable monetization models without compromising accessibility.

Recommendations for Stakeholders and Policymakers

Islamic organizations and da'wah institutions are advised to provide financial, technical, and promotional support. The Ministry of Religious Affairs may consider developing guidelines and certification frameworks for Islamic digital content, including Qur'anic tadabbur podcasts, to ensure quality and credibility (Muhammad Adnan Firdaus and Afidah, 2024).

Future Research Agenda

Future studies should employ quantitative methods to assess podcast effectiveness, conduct comparative analyses with other learning media, and examine long-term impacts on spiritual transformation and religious behavior. Netnographic approaches may also be used to explore online community dynamics surrounding Qur'anic tadabbur podcasts.

CONCLUSION

Based on the findings of this study, it can be concluded that podcasts constitute a relevant and adaptive alternative medium for learning tadabbur of the Qur'an in the digital era. Their temporal flexibility, high accessibility, audio-based format that facilitates personal reflection, and capacity to foster digital communities make podcasts well aligned with the learning preferences of contemporary Muslim societies. In practice, podcast-based learning commonly employs thematic, sequential, and contextual-applicative approaches with an ideal duration of 15–30 minutes, enabling the systematic, contextual, and easily accessible delivery of tadabbur content. The utilization of podcasts is supported by high levels of internet penetration and smartphone usage, a shift in content consumption preferences toward audio formats, the credibility of resource persons, the support of Islamic digital communities, and relatively affordable production costs. Nevertheless, several challenges persist, including disparities in digital literacy, competition with entertainment content, variations in content quality and the absence of standardization, limited direct interaction, as well as issues related to sustainability and technical infrastructure. Overall, podcasts demonstrate strong potential as an effective instrument for Qur'anic learning and da'wah, bridging the Islamic scholarly tradition with modern technological developments, although further research is required to examine their effectiveness and long-term impact.

REFERENCES

Agency, A. N. (t.t.). Podcast makin digemari di tengah kecenderungan “screen fatigue”, ini sebabnya. ANTARA News Ambon, Maluku. Diambil 6 Januari 2026, dari <https://ambon.antaranews.com/berita/114637/podcast-makin-digemari-di-tengah-kecenderungan-screen-fatigue-ini-sebabnya>

Ahmad Nurrohim, H. (2024). Metode Penelitian Al-Qur'an dan Tafsir. UMS Press.

Ahmad Nurrohim, Hanik Khodinatul Ma'rifah, & Obydur Rahman. (2024). Qur'anic Semantics of Arrogance: A Synonymity Study of Istikbar Mukhtalan Fakhur and Marahan. Solo International Collaboration and Publication of Social Sciences and Humanities, 2(03), 355–368. <https://doi.org/10.61455/sicopus.v2i03.293>

Amin, S., Jannah, N. H., Masitoh, I., & Agustina, S. (t.t.). Implementasi Podcast Sebagai Media Pembelajaran pada Mata Kuliah Media dan Teknologi Pendidikan.

Anderson, T. (2008). The Theory and Practice of Online Learning. Athabasca University Press.

Fabriar, S. R., Fitri, A. N., & Fathoni, A. (2022). Podcast: Alternatif Media Dakwah Era Digital. An-Nida : Jurnal Komunikasi Islam, 14(1), 1–6. <https://doi.org/10.34001/an-nida.v14i1.3212>

Firdaus, M. Y. (2022). Digitalisasi Khazanah Ilmu Al-Qur'an dan Tafsir di Era Digital. Reslaj : Religion Education Social Laa Roiba Journal, 5(6), 2710–2716. <https://doi.org/10.47467/reslaj.v5i6.2552>

Hew, K. F. (2009). Use of audio podcast in K-12 and higher education: A review of research topics and methodologies. Educational Technology Research and Development, 57(3), 333–357. <https://doi.org/10.1007/s11423-008-9108-3>

Hikmatyar, M. I., Halimah, F. N., & Nurrohim, A. (2025). SISTEMATIC LITERATUR REVIEW. 5(2).

Kadafi, A. U., Anwar, C., Mubarak, M. A. A., Risyad, M., & Nurrohim, A. (2025). Komodifikasi Agama di Era Dakwah Digital: Etika dan Implikasinya bagi Umat. 9.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2006). *The adult learner: The definitive classic in adult education and human resource development* (6. ed., 3. [pr.]). Elsevier.

Mardi, M., Putri, D. E., Yasmanelly, Y., & Syofiani, S. (2025). Efektivitas Podcast Edukatif sebagai Media Inovasi Pembelajaran Bahasa Indonesia di Era Digital: The Effectiveness of Educational Podcasts as an Innovative Medium for Indonesian Language Learning in the Digital Era. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 5(02), 481–493. <https://doi.org/10.47709/educendikia.v5i02.6711>

Mayer, R. E., & Fiorella, L. (2021). *Introduction to Multimedia Learning*. Dalam R. E. Mayer & L. Fiorella (Ed.), *The Cambridge Handbook of Multimedia Learning* (3 ed., hlm. 3–16). Cambridge University Press. <https://doi.org/10.1017/9781108894333.003>

Muhammad Adnan Firdaus, & Afidah, I. (2024). Tantantangan Dakwah Melaui Podcast Sebagai Media Alternatif Di Era Society 5.0. *Hikmah : Jurnal Dakwah Dan Sosial*, 35–42. <https://doi.org/10.29313/hikmah.v4i1.3325>

Munir, M. (2019). *Metode Dakwah*. Kencana.

Selge, T., Zimmermann, J., Scholz, J., & Stille, M. (2008). Listening Communities? Some Remarks on the Construction of Religious Authority in Islamic Podcasts. *Die Welt des Islams*, 48(3), 457–509. <https://doi.org/10.1163/157006008X364721>

Senjaya, S., Kosasih, A., Hermawan, W., & Oki, A. (2023). Implementasi Tadabbur Berbasis Maqāṣid Al-Qur'an. *ZAD Al-Mufassirin*, 5(1), 78–92. <https://doi.org/10.55759/zam.v5i1.65>

Siti Sofiah Rahmawati, Muhammad Miftahur Rahmat Isnaini, & Canra Krisna Jaya. (2024). Peran Podcast dalam Meningkatkan Aksesibilitas Informasi Keagamaan di Kalangan Gen Z. *Mutiara : Jurnal Penelitian dan Karya Ilmiah*, 2(6), 31–43. <https://doi.org/10.59059/mutiara.v2i6.1748>

Teräs, M. (2022). *Education and technology: Key issues and debates*: Neil Selwyn. Bloomsbury Academic, London and New York, 2022, 3rd edition, 222 pp. ISBN 978-1-3501-4554-2 (hbk), ISBN 978-1-3501-4555-9 (pbk), ISBN 978-1-3501-4553-5 (ePDF), ISBN 978-1-3501-4556-6 (eBook). *International Review of Education*, 68(4), 635–636. <https://doi.org/10.1007/s11159-022-09971-9>

Ummah, A. H., Khairul Khatoni, M., & Khairurromadhan, M. (2020a). Podcast Sebagai Strategi Dakwah Di Era Digital: Analisis Peluang Dan Tantangan. *Komunike*, 12(2), 210–234. <https://doi.org/10.20414/jurkom.v12i2.2739>

Ummah, A. H., Khairul Khatoni, M., & Khairurromadhan, M. (2020b). Podcast Sebagai Strategi Dakwah Di Era Digital: Analisis Peluang Dan Tantangan. *Komunike*, 12(2), 210–234. <https://doi.org/10.20414/jurkom.v12i2.2739>

Wahyuni, M. S., & Pulungan, R. (t.t.). Pemanfaatan Media Podcast sebagai Sarana Pembelajaran untuk Meningkatkan Kemampuan Berbicara Siswa Kelas VIII Sekolah Menengah Pertama Negeri 23 Medan Tahun Pelajaran 2024–2025.