

## **Development of a children's humorous audio podcast integrating the seven habits of great Indonesian children to strengthen character education in primary schools**

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**Abstract:** *This study aimed to develop a humorous children's audio podcast based on the Seven Habits of Great Indonesian Children to strengthen character education in elementary schools. Using a Research and Development design with the ADDIE model, data were collected through observations, interviews, expert validation, student questionnaires, and short character-based tests. Instruments included validation sheets, teacher practicality questionnaires, student response forms, and tests aligned with the Seven Habits indicators. Data were analyzed using descriptive quantitative techniques supported by qualitative feedback. The product consisted of seven humorous podcast episodes. Validation results indicated high feasibility (mean = 4.67). Field testing with 48 students at SDN Sumberdem 1, Malang Regency, showed very positive responses (mean = 4.74; 95%). Students were enthusiastic, understood moral messages clearly, and demonstrated emerging positive traits such as empathy, responsibility, discipline, and motivation. The podcast is feasible, engaging, and effective for strengthening character education and supporting the Pancasila Student Profile.*

**Keywords:** *podcast, children's humorous story, character education, seven habits, primary school*

### **Introduction**

The development of digital technology in the era of Society 5.0 has transformed the way children interact with media and acquire knowledge. Data from UNESCO (2023) indicate that more than 65% of primary school-aged children are now exposed to digital media daily, while Statista (2024) reports a 35% annual increase in global audio content consumption. However, a study by the Pew Research Center (2022) revealed that most digital content consumed by children is entertainment-oriented and lacks educational value, which may contribute to declining empathy, discipline, and social responsibility among young learners (OECD, 2023; Sari et al., 2022). This phenomenon underscores the urgency of strengthening character education at the elementary level in alignment with the Profil Pelajar Pancasila framework and the Ministerial Regulation of Education, Culture, Research, and Technology No. 26 of 2022. In this context, character education must be creatively integrated into digital media that are engaging and familiar to children's daily experiences.

Empirical studies show that digital media enriched with moral values can foster positive behavior and increase student motivation. The use of digital stories and value-based comics has been proven effective in promoting cooperation, responsibility, and moral understanding among primary school students (Martati, Fatin, & Setianingsih, 2025; Rina, Suminar, Damayani, & Hafiar, 2020). Similarly, digital cartoon-based character education models have been shown to strengthen civic attitudes and responsibility during the online

learning era (Trisiana, Sutikno, & Wicaksono, 2020). Moreover, digital literacy plays a vital role in cultivating ethical awareness and responsible online behavior (Sugiarto & Farid, 2023), while collaboration between teachers and parents reinforces the internalization of moral values (Nurazizah & J., 2025). Therefore, the development of a children's humorous audio podcast integrating the Seven Habits of Great Indonesian Children serves as a strategic innovation for instilling character through enjoyable and contextually relevant educational approaches in the 21st-century learning environment.

Theoretically, character education is grounded in Lickona's (1991) framework, which emphasizes three dimensions of moral development: moral knowing, moral feeling, and moral action that must be cultivated simultaneously through meaningful learning experiences. This framework aligns with the concept of the Seven Habits of Great Indonesian Children introduced by the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek, 2023), which highlights the formation of positive habits such as discipline, curiosity, empathy, and independence in students' daily lives. Within this framework, digital learning media function as vehicles for internalizing character values through narrative and emotional experiences. Lisenbee and Ford (2017) emphasized that both traditional and digital storytelling engage students in connecting pedagogy with real-life experiences, thereby enhancing motivation and conceptual understanding. This approach is particularly relevant to the development of humorous children's story podcasts that not only entertain but also convey character values in a contextual, communicative, and emotionally resonant manner.

Furthermore, humor pedagogy theory demonstrates that the appropriate use of humor in teaching can reduce classroom tension, strengthen teacher-student relationships, and enhance learning motivation (Martin, 2022). However, humor in education must be guided ethically and pedagogically to avoid deviating from learning objectives (Martin, 2022). From an audio-based learning perspective, Rosell-Aguilar (2020) and Mayer (2021) emphasized that audio media such as podcasts can strengthen students' emotional connection, enrich listening experiences, and enhance narrative comprehension through engaging voice representation. This principle is further supported by Baroutsis, McGregor, and Mills (2016), who found that the use of pedagogic voice in audio media can improve students' participation and sense of belonging in learning processes. Hence, integrating theories of character education, humor, and audio pedagogy provides a conceptual foundation for developing a children's humorous story podcast based on the Seven Habits of Great Indonesian Children, aiming to foster positive character traits through a medium aligned with the digital culture of today's elementary students.

A growing body of global and national research highlights the potential of audio media in improving students' engagement and motivation. Studies by Evans (2022) and Rosell-Aguilar (2020) indicate that podcast-based learning can foster student engagement, increase listening focus, and strengthen cognitive interaction. In the Indonesian context, Kurniawati and Sobry (2024) and Prasetyo et al. (2020) reported that multimedia integration can support character education in elementary schools. Similarly, Wulandari and Sya'ya (2021) demonstrated that podcasts improve students' listening skills, while Solehudin and

Wulandari (2023) confirmed the effectiveness of digital narrative media in strengthening moral understanding. These findings indicate that narrative-based digital media have strong potential to support both learning and character development.

However, a critical problem remains in current practice. Most existing studies and learning media emphasize cognitive outcomes such as language skills and comprehension while the affective dimension of learning, particularly the systematic cultivation of character, moral awareness, and positive daily habits, has not been sufficiently integrated into digital learning media. In addition, studies focusing on character strengthening through classroom activities and school culture (Harahap et al., 2025; Wulandari & Amrullah, 2024) have not optimally utilized audio-based digital media that align with children's contemporary media consumption patterns. As a result, elementary teachers still face limited availability of pedagogically designed audio learning resources that explicitly integrate national character values and are suitable for young learners.

Based on this gap, the main problem addressed in this research is the absence of a systematically designed, child-friendly, and value-oriented audio learning medium that integrates national character values into engaging narrative content for elementary students. To respond to this problem, this study develops an innovation in the form of a humorous children's audio story podcast that explicitly integrates the Seven Habits of Great Indonesian Children into short narrative episodes. The innovation lies in the combination of humor-based storytelling, structured character value integration, and audio-only digital delivery designed to support both emotional engagement and moral reflection in primary school learners.

The development of this innovation is important because character education in the digital era requires learning media that are not only informative but also emotionally engaging, accessible, and closely connected to students' daily digital experiences. Audio podcasts offer flexibility of access, support independent learning, and provide opportunities for repeated exposure to moral messages in a relaxed learning atmosphere. Through humorous narratives, students are expected to internalize character values in a more natural and meaningful manner compared to conventional instructional approaches.

The theoretical foundation of this development is grounded in character education theory, which emphasizes the integration of moral knowing, moral feeling, and moral action as inseparable components of effective character formation. This perspective is aligned with the national character framework of the Seven Habits of Great Indonesian Children, which focuses on developing positive daily habits such as discipline, responsibility, empathy, independence, and social awareness. Furthermore, this study is supported by humor pedagogy theory, which posits that appropriate instructional humor can increase learning motivation, emotional involvement, and learner engagement, as well as by audio-based and multimedia learning theories, which highlight the role of narrative voice, emotional resonance, and auditory processing in enhancing comprehension and learning experience.

Within this framework, the development of a humorous children's audio podcast based on the Seven Habits of Great Indonesian Children represents a pedagogical and technological innovation for strengthening character education in primary schools. Podcasts

are flexible, accessible, and conducive to independent learning, and they align with the principles of Universal Design for Learning. Teachers remain essential facilitators in guiding reflection and connecting the stories to students' real-life experiences through adaptive instructional strategies. Therefore, this study aims to develop and validate a humorous audio story podcast as a character-building learning medium that is pedagogically feasible, theoretically grounded, and contextually relevant for Indonesian elementary school students, particularly in the context of Indonesian language learning.

## Method

This study employed a research and development (R&D) approach designed to produce an audio-based learning medium in the form of a children's humorous story podcast. The developed product integrates the character values embodied in the Seven Habits of Great Indonesian Children, namely waking up early, worshiping, exercising, eating healthy and nutritious food, enjoying learning, engaging in community life, and going to bed early. The development process adopted the ADDIE model, which consists of five sequential stages, Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). This model was chosen because of its systematic, flexible, and iterative nature, which has been proven effective in the design and evaluation of educational media.

This study employed both quantitative and qualitative data. Quantitative data were obtained from expert validation questionnaires and student response questionnaires, whereas qualitative data were collected through classroom observations, interviews with teachers and experts, and open-ended responses in the questionnaires. The data collection techniques included expert judgment, questionnaires, observation, interviews, and short comprehension tests. The instruments used in this research included validation questionnaires for experts and users, semi-open student response forms, and short character-based tests derived from the Seven Habits of Great Indonesian Children framework. Quantitative data were analyzed using descriptive statistics by calculating mean scores and percentages to determine the feasibility and practicality levels of the developed media, while qualitative data were analyzed descriptively by categorizing comments, suggestions, interview results, and observational notes to support product revision and interpretation of findings.

The research began with the analysis stage, which aimed to identify the needs and challenges of character education in elementary schools. Data were obtained through literature reviews, classroom observations, and interviews with teachers. The analysis focused on identifying existing learning media, teachers' difficulties in delivering character education, students' learning preferences, and the extent to which audio-based digital media had been used in classroom practice. The results indicated that existing character education materials tended to be conventional and less engaging, with limited use of digital audio technology to foster character values effectively (Gunawan & Supriyanto, 2020). These findings revealed a strong need for innovative and child-friendly media capable of conveying moral messages in ways that align with the communication patterns and attention span of digital-native learners.

Based on the findings of the analysis stage, the design stage was carried out by formulating learning objectives derived from the Seven Habits of Great Indonesian Children, determining indicators for each character value, designing story structures, and preparing detailed podcast scripts. In the design stage, the researchers developed the concept and script for the podcast in the form of humorous dialogues between two child characters, Ardi and Fani. This conversational format was selected to create a friendly and relatable tone, ensuring that the learning process remained natural and enjoyable rather than didactic. Each episode lasted approximately eight to nine minutes and followed a consistent structure comprising an opening narration, a humorous story as the main content, and a reflective closing that summarized the key character values discussed (Hapsari & Iswara, 2021). At this stage, storyboards, audio cues, sound effect plans, background music designs, and cartoon-style cover art were also prepared to enhance the attractiveness and engagement of young listeners.

During the development stage, the podcast episodes were produced through a structured process involving voice recording, audio editing, and sound design. Voice actors for the characters were selected among children and adolescents to ensure natural delivery and emotional authenticity. The editing process was performed using Audacity, with additional sound effects and background music to improve the auditory experience. Afterward, the product underwent validation by two experts, one specializing in educational media and the other in character education content. This validation process focused on assessing the accuracy of content, clarity of language, and technical quality (Puspita & Mulyani, 2020). Validation data were collected using Likert-scale questionnaires accompanied by open-ended comments. Expert feedback was incorporated into the revision of each episode, particularly related to narrative flow, moral emphasis, and audio balance, before the product proceeded to field testing.

The implementation phase involved a limited trial conducted with ten fourth-grade students from an elementary school in Malang City (SD Negeri Lesanpuro). The class teacher participated as a user-evaluator to assess the practicality, engagement, and educational benefit of the podcast in character-based learning activities. The trial procedure was structured in three stages: listening to the podcast episodes, completing student response questionnaires, and answering short comprehension questions based on the story content. Classroom observations were conducted simultaneously to document students' attention, emotional responses, and participation during the learning activities. Observations during the trial showed that students were attentive, amused, and reflective while listening to the podcast, indicating that humor can serve as a bridge to convey moral messages in a relaxed yet meaningful way.

The evaluation stage aimed to determine the validity, practicality, and potential effectiveness of the developed podcast. Both quantitative and qualitative data were collected and analyzed. Quantitative data were obtained from validation sheets and response questionnaires and analyzed using descriptive statistics in the form of mean scores and percentages to determine the feasibility and attractiveness levels of the media. Qualitative data consisted of comments and suggestions from teachers, students, and

experts, which were examined descriptively to identify strengths, weaknesses, and directions for product refinement. The evaluation also explored the emotional engagement of students while interacting with the podcast, as emotional involvement is a critical factor in internalizing character values (Azizah, 2019). Through the systematic application of the ADDIE model, the research successfully produced an audio-based learning medium that is pedagogically valid, engaging, and contextually relevant for strengthening character education among elementary school students..

## **Results and Discussion**

The results and discussion section contains research findings obtained from the research data and hypotheses, a discussion of the research results, and a comparison with similar theories and/or similar research. The results and discussion section can be divided into several sub-sections.

### **Product Development Process**

The development of this educational podcast followed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) as a systematic framework to ensure that the product met pedagogical, technological, and character-based learning standards. The model was selected for its flexibility, structured workflow, and compatibility with the context of elementary digital learning media (Branch, 2009). Each phase was carried out sequentially, emphasizing pedagogical principles, the developmental characteristics of elementary school students, and the integration of moral messages derived from the Seven Habits of Great Indonesian Children framework.

The analysis phase began with identifying key challenges in elementary character education, particularly the declining student engagement with conventional learning media and the weakening of essential values such as discipline, responsibility, and empathy. A needs assessment was conducted through interviews with homeroom teachers and direct classroom observations at SDN Sumberdem 1, Wonosari District, Malang Regency. The findings revealed that approximately 83% of students preferred audio-visual and humorous storytelling media over printed materials. Teachers also emphasized the need for instructional resources that are “closer to children’s daily experiences and infused with moral values” to foster more meaningful character learning (Rohmani et al., 2023).

In the design phase, the researchers developed a series of humorous story scripts for children, each embedding one of the seven character values: waking up early, worshipping, exercising, eating healthy food, enjoying learning, engaging in social life, and going to bed early. The scripts were written using simple, playful, and conversational language to ensure age appropriateness for elementary students. Each episode followed a four-part narrative structure: an engaging opening, a light humorous conflict, a resolution containing a moral reflection, and a closing message summarizing the intended character habit.

The development phase involved the production of seven podcast episodes, each with a duration of approximately 6–8 minutes. All recordings were produced using professional equipment, ensuring high-quality stereo sound and cheerful background music tailored to

children’s sensibilities. Collaboration was established between the research team, pre-service elementary education students, and an instructional technology lecturer to maintain the pedagogical and technical quality of the content in accordance with audio-based learning principles (Mayer, 2021). After editing and post-production, the episodes were uploaded to Spotify, providing teachers and students with easy and open access to the learning media.

During the implementation phase, two expert validators were involved to assess the quality and appropriateness of the product. The media validator, Maulfi Syaiful Rizal, M.Pd., an expert in literary instructional media, evaluated the technical quality and auditory clarity of the podcast. Meanwhile, the content validator, Rizka Amaliah, M.Pd., an expert in children’s literature, examined the relevance of the storylines, language style, and embedded character values. After incorporating the validators’ feedback, the media was declared valid with minor revisions related to narrative pacing and moral intonation at the end of each story.

Finally, the evaluation phase was conducted through a limited field test at SDN Sumberdem 1, involving both expert validation and user responses from students and teachers. The evaluation aimed to assess the media’s feasibility, attractiveness, and effectiveness as a tool for strengthening character education in elementary classrooms.

## Product Testing Results of the Developed Audio Podcast

### Expert Validation Results

The results of the media and content validation are presented in Table 1 below.

**Table 1.** Expert Validation Results for the Media and Content of the Podcast

No	Assessment Aspects	Validator	Average Score	Category
1	Audio Technical Quality (voice, music, effects)	Media Expert	4.75	Highly Feasible
2	Narrative Appropriateness for Children’s Developmental Level	Content Expert	4.60	Highly Feasible
3	Integration of Character Values within the Storyline	Content Expert	4.80	Highly Feasible
4	Humor Appeal and Story Attractiveness	Media & Content Expert	4.70	Highly Feasible
5	Suitability of Duration and Presentation Tempo	Media Expert	4.50	Feasible
<b>Overall Average</b>			4.67	Highly Feasible

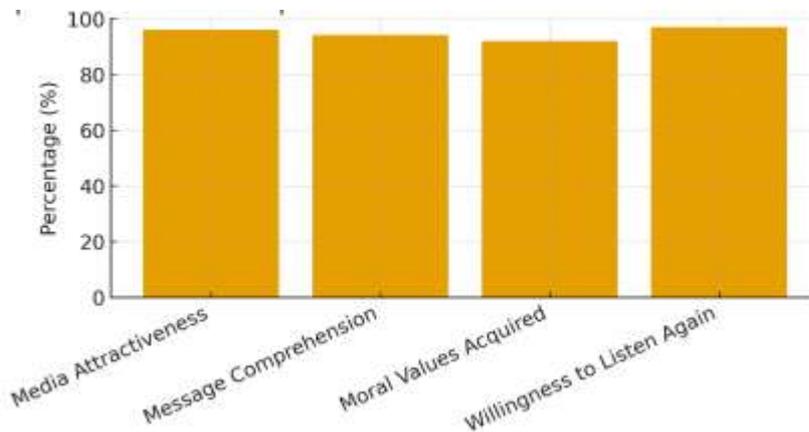
The validation results indicated that the podcast media was classified as “highly feasible”, with an average score of 4.67 out of 5. The media validator assessed the audio quality as excellent and found that the character values were conveyed naturally and effectively. According to the content validator, the main strength of this media lies in its “light and humorous storyline that still carries deep moral meanings relevant to the everyday lives of elementary school children.”

### Field Testing Results

The field trial was conducted in Grades IV and V at SDN Sumberdem 1, Wonosari, involving a total of 48 students. During the podcast listening sessions, the classroom atmosphere was calm and focused, indicating strong student engagement and emotional involvement. After the session, students were asked to complete a response questionnaire assessing four aspects: (1) the attractiveness of the media, (2) the ease of understanding the message, (3) the moral values gained, and (4) the willingness to listen again.

**Table 2.** Student Responses to the Audio Podcast

Assessment Aspects	Average Score (1–5)	Percentage (%)	Category
Media Appeal	4.80	96%	Excellent
Message Comprehension	4.70	94%	Excellent
Moral Values Acquired	4.60	92%	Excellent
Desire to Listen Again	4.85	97%	Excellent
<b>Overall Average</b>	4.74	95%	Excellent



**Figure 1.** Graph of Students' Responses to the Audio Podcast of Humorous Children's Stories

The field test results showed that the audio podcast of humorous children's stories integrating the Seven Habits of Great Indonesian Children received highly positive feedback from elementary school students. Based on the data presented in Table 2, the media attractiveness aspect achieved an average score of 4.80 or 96%, categorized as excellent. This finding indicates that students were interested in and enjoyed the learning experience through the podcast. The proportional use of humor embedded in the stories made the learning process enjoyable and engaging. This result aligns with Martin and Ford's (2018) view that humor can create a positive learning atmosphere, enhance attention, and reduce fatigue during the learning process.

The second aspect, message comprehension, obtained an average score of 4.70 or 94%, demonstrating that students were able to understand the moral messages conveyed in each humorous story. Through simple narrative style, expressive intonation, and contextual sound effects, character values such as honesty, responsibility, and good daily habits were effectively communicated. This was supported by students' reflections, such as: "The story was funny, but it also reminded me to wake up early and help my parents." This response

shows that the internalization of character values occurred not only at the cognitive level but also at the affective level, fostering positive behavior consistent with the moral feeling dimension of Lickona's (1991) character education theory.

The third aspect, moral values acquired, received an average score of 4.60 or 92%, which falls within the excellent category. This score indicates that the podcast effectively transmitted moral and ethical values without relying on traditional didactic or lecture-based approaches. The humorous and narrative nature of the stories made moral messages easier for students to grasp and relate to. Within the context of character education, these findings support Nurazizah and Farid's (2025) argument that integrating character values into digital media can foster students' moral development through reflective and meaningful learning experiences.

Meanwhile, the final aspect, willingness to listen again, earned the highest score of 4.85 or 97%, reflecting a strong level of enthusiasm and emotional engagement among students toward the podcast. Students viewed the podcast not only as a source of learning but also as an educational form of entertainment that they wished to listen to repeatedly. In post-trial interviews, one student commented, "I want to listen again because it's funny and the voices are nice to hear." The classroom teacher also added, "This podcast helps us teach character values without long lectures. The children laugh, but they also reflect." These findings highlight the dual function of the podcast as both a learning tool and a medium for moral reflection, which aligns with the principles of edutainment (education combined with entertainment).

Overall, the four assessed aspects produced a mean total score of 4.74 or 95%, categorized as excellent. This result indicates that the developed podcast has met the criteria of an effective, engaging, and value-oriented educational medium. The trend is illustrated in Figure 1, which shows that all four assessment aspects scored above 90%. The graph reflects a balanced proportion between the affective aspects (attractiveness and interest) and the cognitive aspects (message comprehension and moral values). This pattern confirms that podcasts can serve as a bridge between digital literacy and character education an approach that according to Mayer (2021), is most effective when presented through multimodal formats such as audio, which simultaneously stimulate emotional and cognitive engagement.

From these results, it can be concluded that the audio podcast of humorous children's stories was not only appealing to students but also contributed to a deeper understanding of the character values embedded within the content. This strengthens the argument that audio-based media particularly podcasts can function as an inclusive, flexible, and contextually relevant alternative learning medium suited to the characteristics of the digital generation. Moreover, this study extends the findings of Rosell-Aguilar (2020) and Besser, Blackwell, and Saenz (2021), who emphasized the effectiveness of podcasts in enhancing engagement and critical listening skills, by introducing a new dimension: the reinforcement of character education within the Indonesian elementary school context.

Thus, the results of validation and field testing indicate that the developed podcast successfully bridges the three fundamental domains of character education cognitive,

ffective, and psychomotor through the integration of humor, narrative, and the values of the Seven Habits of Great Indonesian Children. This podcast is not merely an innovation in Indonesian language learning media but also a strategic instrument for shaping Pancasila Student Profiles students who are virtuous, creative, and lifelong learners in the digital era.

Most students expressed enjoyment when listening to humorous stories that contained moral messages. One student remarked, "The story was funny, but it also reminded me to wake up early and help my parents." The classroom teacher also shared a positive reflection:

*"This podcast helps us convey character values without long lectures. The children laugh, but they also reflect."* (Grade 5 Teacher, SDN Sumberdem 1)

Qualitatively, the teacher observed that the media was effective in nurturing students' empathy and social sensitivity. As emphasized by Trisiana et al. (2020), the integration of character values through digital media can cultivate moral awareness and strengthen students' personalities in the era of disruption.

The findings of this study, when interpreted according to each stage of the ADDIE development model, demonstrate that the development of an audio podcast of humorous children's stories constitutes a pedagogically relevant and feasible innovation for strengthening character education in elementary schools. At the analysis stage, the results of the needs assessment, classroom observations, and teacher interviews revealed several critical problems in current character education practices. Teachers reported that character education was generally delivered through verbal explanations, short moral messages, or textbook-based activities, which tended to be monotonous and did not sufficiently engage students emotionally. Students were observed to show limited attention and low participation when character values were delivered in conventional formats. In contrast, students demonstrated a high level of interest in digital and audio-based media, particularly storytelling content that contained humorous elements and familiar everyday situations. These findings confirm that the learning context and students' media consumption patterns have shifted toward digital and narrative-oriented formats, which must be considered when designing character education learning resources. This empirical condition formed the main rationale for selecting an audio podcast format and for embedding humor as a central narrative strategy.

At the design stage, the findings indicate that the systematic planning of story structure, character interaction, and learning flow played a crucial role in ensuring that the podcast could function as an instructional medium rather than merely as entertainment. The researchers designed each episode to follow a consistent instructional sequence consisting of an opening narration, humorous dialogue-based storytelling, and a reflective closing segment. The reflective closing was intentionally designed to guide students to explicitly recognize the character values embedded in the story. The integration of the Seven Habits of Great Indonesian Children into the storyline was not presented as direct moral instruction, but rather as natural consequences of the characters' actions and

interactions. This design decision was theoretically grounded in Lickona's (1991) framework, which emphasizes that character education must address moral knowing, moral feeling, and moral action. In this study, moral knowing was embedded through explicit reflection and narrative cues, moral feeling was developed through emotional involvement with humorous and relatable situations, and moral action was encouraged through reflective prompts that connected the story to students' real-life experiences. The design findings show that the alignment between narrative structure and character education objectives enabled the podcast to support holistic character learning, rather than fragmented moral instruction.

At the development stage, the findings focus on both the technical and pedagogical quality of the produced podcast. The audio production process, including voice recording, sound editing, and sound effect integration, was carried out to ensure clarity of speech, appropriate pacing, and emotional expressiveness. Expert validation results confirmed that the podcast met the criteria of content relevance, narrative coherence, linguistic suitability for elementary students, and technical audio quality. The experts also emphasized that the humor presented in the stories was contextually appropriate, culturally relevant, and aligned with the daily experiences of children. The success of this innovation lies not only in its technical audio quality but also in the contextual and relatable humor that reflects students' everyday experiences. This finding indicates that the quality of character-based audio media cannot be separated from the authenticity of narrative situations and the emotional tone of storytelling. The validation process further ensured that the portrayal of each habit within the Seven Habits of Great Indonesian Children framework remained accurate and did not distort the intended character values.

At the implementation stage, the findings obtained from the limited field trial provide evidence of students' cognitive and affective responses to the developed podcast. During the listening sessions, students demonstrated focused attention, spontaneous emotional reactions such as laughter and verbal responses, and active participation during post-listening discussions. The field testing showed that students not only enjoyed the humorous stories but were also able to recall and articulate the moral messages embedded within them. This indicates that the narrative format and humor-based delivery facilitated both comprehension and memory of character values. From an audio-based learning perspective, these findings support those of Rosell-Aguilar (2020) and Mayer (2021), who explain that podcasts foster emotional connection and enhance narrative comprehension. Students' ability to describe the characters' actions, explain the moral meaning of the story, and relate the situations to their own experiences further suggests that narrative immersion plays a significant role in strengthening students' internal representation of values. This outcome reflects effective value internalization (Nurazizah & Farid, 2025), as students were not merely able to repeat moral messages, but also to interpret them within the context of their daily school and family life.

At the evaluation stage, the findings demonstrate that the developed podcast achieved high levels of perceived practicality, attractiveness, and instructional usefulness based on teacher and student responses. Students reported that the podcast format made learning activities more enjoyable and easier to follow, while teachers highlighted its

flexibility for use in classroom character-based discussions and independent listening activities. The evaluation results further show that humor created a relaxed learning atmosphere that reduced students' anxiety when engaging with moral topics that are often perceived as abstract or prescriptive. Furthermore, the use of humor as a pedagogical approach was found to enhance learning motivation and reduce cognitive tension (Garner, 2016; Martin & Ford, 2018). In this context, humor served as an engaging tool for introducing and reinforcing positive habits such as discipline, responsibility, and cooperation. These findings are consistent with the concept of the Seven Habits of Great Indonesian Children (Kemdikbudristek, 2023), which emphasizes that character development is most effective when values are repeatedly practiced and experienced in meaningful daily situations. The podcast narratives functioned as simulated social situations that allowed students to observe, evaluate, and emotionally experience the consequences of positive and negative behaviors.

From a broader socio-pedagogical perspective, the overall findings of this study indicate that the developed podcast contributes to innovation in Indonesian language learning by integrating digital literacy, narrative competence, and character education within a single instructional medium. The storytelling format supports listening skills, vocabulary development, and narrative comprehension, while simultaneously embedding moral reflection and emotional engagement. As Martati, Fatin, and Setianingsih (2025) assert, digital storytelling media are effective in fostering collaboration, responsibility, and student autonomy. In this study, the podcast encouraged students to engage in peer discussion, express personal opinions about characters' behavior, and reflect independently on their own habits. Therefore, the podcast functions not only as a language learning tool but also as a platform for cultivating national character education in the digital era, particularly by responding to the learning preferences of contemporary elementary school students and by providing an emotionally meaningful learning experience that supports sustainable character formation.

## Conclusion

This development research addressed the limited availability of engaging, narrative-based digital audio media that systematically integrate character education and align with elementary students' learning characteristics by designing a humorous children's story podcast incorporating the values of the Seven Habits of Great Indonesian Children. Using the ADDIE model, the study produced seven contextual, humorous, and child-friendly podcast episodes. Expert validation showed high feasibility (average score 4.67), indicating strong technical quality, content appropriateness, and alignment with targeted character values. Implementation involving 48 fourth- and fifth-grade students at SDN Sumberdem 1, Malang Regency, yielded very positive responses (average 4.74; 95%) across attractiveness, clarity of moral messages, relevance of character values, and willingness to re-listen. Findings demonstrate that the humorous podcast format enhances students' understanding, emotional engagement, and reflection on character values, fostering

enthusiasm, moral awareness, and positive behavioral tendencies, thus confirming its feasibility and potential to strengthen character education and support the Pancasila Student Profile in the digital era.

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