Podcast Listening Intensity and Learning Motivation: Evidence from Generation Z University Students

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Abstract

this study investigates the effect of podcast listening intensity on learning motivation among generation z university students in jakarta. using a quantitative associative design, data were collected from 120 students selected through purposive sampling. participants completed a validated likert-scale questionnaire measuring podcast consumption frequency and their level of learning motivation. simple linear regression analysis revealed that podcast listening intensity exerts a positive and significant influence on learning motivation ($\beta = 0.428$, $p < 0.001$), accounting for 18.3% of the variance ($r^2 = 0.183$). the findings align with uses and gratifications theory, suggesting that students select podcasts to satisfy cognitive and affective learning needs. podcasts provide flexibility, narrative clarity, and motivational support that enhance student engagement. this study underscores the potential of podcasts as a complementary learning medium for digital native learners and encourages educators to integrate podcast-based resources into instructional practices.

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INTRODUCTION

The rapid expansion of on-demand audio content has established podcasts as a prominent educational medium, particularly for Generation Z, who prefer flexible, mobile, and multimodal learning resources. Podcasts offer asynchronous accessibility and narrative-rich explanations, positioning them as effective supplementary tools within higher education.

Two theoretical frameworks support the notion that podcasts can enhance learning motivation. First, Uses and Gratifications Theory (UGT) posits that individuals actively choose media to fulfill cognitive, affective, and social needs. Recent scholarship applying UGT to podcast consumption indicates that learners use podcasts to deepen understanding, regulate emotion, and satisfy curiosity factors associated with increased engagement.

Second, Self-Determination Theory (SDT) emphasizes that intrinsic motivation develops when autonomy, competence, and relatedness are supported. Podcasts foster autonomy through flexible listening schedules, promote competence via accessible explanations, and establish relatedness through conversational narrative styles.

Empirical studies further demonstrate that podcast-based learning can improve student motivation, comprehension, and engagement. Systematic reviews consistently report that students perceive podcasts as enjoyable, convenient, and cognitively supportive. Despite growing evidence on podcasts in educational settings, few quantitative studies have explored the direct relationship between podcast listening intensity and learning motivation in Indonesia. This study addresses that gap by examining whether listening intensity predicts learning motivation among Generation Z university students in Jakarta.

METHODS

A quantitative causal-associative design was employed. The study population consisted of Generation Z university students (18–24 years old) in Jakarta. A total of 120 participants were selected using purposive sampling based on the following criteria: (1) active university enrollment, (2) podcast listening frequency of at least twice weekly, and (3) completion of all questionnaire items. A five-point Likert-scale instrument measured two constructs:

1. Podcast Listening Intensity (frequency, duration, concentration)
2. Learning Motivation (intrinsic and extrinsic components)

Validity was assessed using the Pearson Product Moment correlation, and reliability met the accepted threshold (Cronbach's $\alpha > 0.70$). Data were collected online via Google Forms from April to May 2025. Descriptive statistics and simple linear regression ($\alpha = 0.05$) were used to determine the effect of podcast listening intensity on learning motivation.

RESULTS & DISCUSSION

Results

Descriptive findings indicate that podcast listening has become a habitual learning practice among respondents. Approximately 87% of students reported listening to podcasts at least three times per week, with an average duration of 28 minutes per session, demonstrating that podcasts are integrated into daily learning routines. Learning motivation was also categorized as high (M = 3.91, SD = 0.54), suggesting strong persistence and interest in academic tasks.

Assumption testing confirmed normality, linearity, and homoscedasticity prior to regression analysis. The simple linear regression model yielded a significant result, $F(1,118) = 24.50$, $p < 0.001$, demonstrating that podcast listening intensity significantly predicts learning motivation.

Table 1. Regression Coefficients and Model Summary

Model	Unstandardized B	Std. Error	Standardized β	t	Sig.
Podcast Listening Intensity → Learning Motivation	0.382	0.077	0.428	4.95	< 0.001

Model Summary:
R   = 0.428
R^2 = 0.183
Adjusted R^2 = 0.176
$F(1,118)$ = 24.50, $p < 0.001$

The standardized coefficient ($\beta = 0.428$) indicates a moderate positive association: students with higher podcast listening intensity exhibit stronger intrinsic motivation, persistence, and initiative. Although the model explains 18.3% of the variance, this remains substantial considering motivation's multifactorial nature.

Qualitative responses further indicate that podcasts provide cognitive scaffolding, motivational reinforcement, and emotional comfort, enhancing learners' academic engagement.

Discussion

The findings align with UGT, demonstrating that students intentionally select podcasts to fulfill cognitive and affective needs such as conceptual clarity, concentration support, and emotional motivation. The results are also consistent with SDT, showing that podcasts support autonomy, competence, and relatedness factors that strengthen intrinsic motivation.

These conclusions correspond with global research confirming that podcasts enhance motivation, engagement, and perceived usefulness in higher education. Nevertheless, the effect size ($R^2 = 0.183$) suggests that other variables such as instructional quality, personal interest, or digital distractions also affect motivation. Previous studies caution that poorly structured podcasts may cause cognitive overload or reduced attention, particularly when multitasking.

CONCLUSION

This study provides empirical evidence that podcast listening intensity significantly predicts learning motivation among Generation Z university students. Higher listening intensity corresponds with stronger curiosity, sustained attention, and greater willingness to complete academic tasks. Although podcasts account for 18.3% of the variance in learning motivation, this contribution is meaningful given the complexity of motivational processes.

The findings reinforce key mechanisms proposed by UGT and SDT: podcasts fulfill cognitive, affective, and integrative needs, while simultaneously supporting autonomy, competence, and relatedness. As a flexible and personalized medium, podcasts represent an effective complementary educational resource for digitally oriented students.

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