Why We Like Podcasts: A Review of Urban Youth's Motivations for Using Podcasts

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Abstract: *Podcast becomes one of the digital media close with urban youth. People listen to it when they are on their way, doing an assignment, and spending leisure time. As new media content developing nowadays, there is only a little research on podcasts in Indonesia. Research results on podcasts released by the media, research agencies, and streaming platform companies discuss majorly on volume, profile, and access habit of audience. Nevertheless, there is no research investigating the youth's reason for choosing podcasts compared to other media. Hence, this research aimed to identify and present the motivation underlying the urban youth preference on podcasts. This research framework was compiled based on the typology of digital media motivation in uses and gratifications theory, namely educating entertainment or edutainment, storytelling, social, and multi-tasking. This research employed a quantitative and positivist paradigm approach. The research respondents were college students who were still accessing podcasts in the last three months. Eventually, the research result identified a significant effect among four types of motivation for using podcasts. In addition, this research result also proved that the typology model of motivation for using new media could explain the reasons underlying the urban youth in using podcasts. Reviewing the close correlation between the urban youth and podcasts, this research also identified the potential of using podcasts in the education realm.*

Keywords: *motivation, uses and gratifications theory, youth, podcast*

INTRODUCTION

Podcasts have become a media ecosystem symbol familiar with contemporary society's daily life (Perks et al., 2019). A podcast, the combination of iPod and broadcast, is an audio file that can be listened to directly through streaming and downloaded on a mobile device connected with the internet. Podcast contents can be listened to via client programs, such as Spotify and iTunes.

Several observers argue that podcasts will never be a massive medium. Instead, it will only be an alternative player in the digital industry (Perks & Tuner, 2019). Nevertheless, many people are interested in trying podcasts. In addition, Survey Edison Research in 2018 on podcasts customers in the United States indicated that 44% of respondents had accessed podcasts, and 26% of them listened to podcasts regularly in the past month. Moreover, the research result also identified that podcast users were high-educated people and full-time workers who had smart speakers in their houses (Edison Research, 2018). It is in line with the 2018 Podcast Stats, stating that podcast users were loyal, educated, and well-established (Podcasts Insights, 2018).

These users' characteristics make advertisers interested in podcasts and select podcasts as their advertisers' darling (Nielsen, 2018). New media researchers placed podcasts as a niche "prosumer" (producer as well as consumer) activity,

i.e., an active special market maintaining its life cycle. Eventually, podcasts can create a robust, unique market in digital sectors worldwide, including Indonesia (Vrikki & Malik, 2014).

Furthermore, a survey conducted by The Marketeers in 2019 indicated that podcasts have gotten more and more crowded since the last three years and millennial is the largest group of podcast listeners at 49%. Spotify, Soundcloud, and Google podcast were the three main client programs referred to by the respondents; in addition, the duration of listening to podcast at Spotify grew by 250% in 2019 (Tirto, 2020). On the other hand, concerning the podcast contents, the Indonesian audience usually accessed comedy, horror stories, culture, sport, and entertainment (Katadata, 2020).

From the same research, another important fact is the age of podcast users in Indonesia, namely 42% of the respondents were 20-25 years old, and 26% of them were 26-69 years old. It implies that the majority of podcast users were the youth. As a matter of fact, podcast users' age groups in Indonesia are ranging from 25 years old and above which are relatively younger than those in the United States and England at around 30 years. (Lindeberg, 2019). Regarding the users' occupations, most of the podcast users are college students and first jobbers. Moreover, podcast use for the youth increasingly develops along with the growth of streaming music platforms in the world. Podcast users reached more than 50 million in 2018 (Statista, 2019). This same condition has also occurred in Indonesia since the presence of the JOOX and Spotify platforms.

Despite the podcasts' rapid development from the aspects of technology innovation, creativity, and user growth in the last decade, scientific researches on the activity of listening to podcasts are relatively minimum

(Markman, 2015). Based on the literature study related to the current research result, there are two research tendencies of podcasts. First, most research was conducted before podcasts reached the golden era (McClung & Johnson, 2010). Further, Wade and Patterson (2015) regarded the end of 2014 as podcasts' golden era, namely, when podcasts broadcasted investigative journalism contents (Wade & Patterson, 2015). Berry (2016) explained that investigation contents such as Serial (2014-present) have successfully evaluated podcasts' existence as a medium that not only presents high-quality contents but also as an alternative platform for creators and storytellers to distribute more personal and original stories (Berry, 2006). Unfortunately, new media researchers missed this moment.

Second, the current research focuses more on podcast technology and content aspects, such as the number of users, mobile devices used, favourite content, and other things related to the podcasts market. In Indonesia itself, podcast researchers tend to discuss the number, profile, and access habits of users, such as the data issued by Daily Social and Spotify in 2019. Another research topic widely conducted was the podcasts use in the education world, one of which is an audio-based learning medium (Indriastuti & Saksono, 2014; Tang, 2014; Lognecker, 2014). This condition indicated that many podcast researchers highlighted their study on visible consumption aspects and ignored other crucial aspects underlying podcast use, namely motivation.

Podcasts have been a new medium appropriately adopted by the youth. This medium has become a part of the urban youth's daily life; it is listened to when they are on their way when they do their task or job, and fill their leisure and break time. Even though podcasts' golden era is predicted not to overtake television, the

current data pointed out a consistently increasing number of users. Additionally, the podcast users segment is regarded as capable of presenting society groups targeted by advertisers and marketers.

Owe to that matter, this condition identified significance and urgency for media researchers to understand the reason for using and taking advantage of this new media in society. Studying the podcast users' motivation allows us to obtain a fundamental understanding of society's interest and engagement toward a medium that is running toward its golden era in Indonesia. Therefore, the research problems were : what is the urban youth's motivation for listening to podcasts, and how is the effect of the urban youth's motivation for listening to podcasts?

This research aimed to identify the correlation between urban youth and podcasts from the perspective of uses and gratifications theory. Thus, this research results would present the youth's motivation for using podcasts and explain their attitude toward podcasts. It was expected that this research could academically develop a more adaptive theory framework of uses and gratifications theory toward a new medium, such as podcasts. In fact, new media characteristics, for instance, interactivity and customization, have not been broadly developed in the uses and gratifications research. So far, it focuses only on conventional mass media use. Besides, this research was also expected to commence further studies on podcast use in Indonesia, particularly in practical fields, namely marketing communication and education.

In addition, this research framework was built based on the uses and gratifications theory as the main foothold of studies related to media use. The researchers particularly highlighted the motivation typology concept to prove the relevance of uses and gratifications theory amidst digital media development. Additionally, the concept of audio-based media use and media for the youth were also employed to help the researchers to analyze the needs and gratification that the youth obtain by listening to podcasts.

METHOD

This research employed a quantitative approach by the positivist paradigm. The data collection method used was a survey with a questionnaire instrument distributed online via Google Forms. While accessing the survey, the respondents were required to score 31 items of access motivation measurement and attitude toward podcasts with a Likert scale of 4 points. It ranged from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). Furthermore, respondents were also required to complete information on basic demography and the habit of accessing podcasts.

The population engaged in this research was the youth of podcast users. The respondents' research sample was determined by quota and purposive method focusing on distribution and respondents' criteria fulfillment. Specifically, this research sample was 350 private college students in South Tangerang. Respondents' selection was based on accessibility and research result of Daily Social in 2018, stating that college students were a group presenting a profile of podcast users majority recently; namely, a young individual aged 18-24 years old.

This research framework was built from a typology of motivation for media use viewed from the uses and gratifications theory related to attitude toward podcasts. Thus, the research hypotheses were:

H_0: There is no significant correlation between motivation and attitude toward podcasts

H_1: There is a significant correlation between edutainment motivation and attitude toward podcasts

H_2: There is a significant correlation between storytelling motivation and attitude toward podcasts

H_3: There is a significant correlation between social motivation and attitude toward podcasts

H_4: There is a significant correlation between multi-tasking motivation and attitude toward podcasts

The data analysis method employed to test the above hypotheses was Structural Equation Modeling (SEM). It is a statistical technique to analyze relation patterns between latent construction and indicators, latent constructors one and another, and direct measurement mistakes (Primabudi, 2017). Moreover, there were three crucial stages in SEM, namely validity and instrument reliability testing (equal to Confirmatory Factor Analysis), model testing of the relation of latent variables (equal to path analysis), and predictive modeling (equal to regression analysis). Thus, SEM analysis in this research was conducted using AMOS software.

RESEARCH RESULTS
Respondents Descriptive Analysis

The research samples amounted to 350 unique respondents, consisting of 151 boys (43%) and 199 girls (57%). Overall, the respondents were college students with an average age of 20 years old. The survey was conducted online by distributing questionnaire links from Google Forms through social media, such as WhatsApp through individual and group messages. To ensure participants' response uniqueness, the survey access was limited to only one for each email address.

All respondents were podcast listeners with relatively high-frequency access, ranging from quite often (66%), often (25%), and very often (8%). The respondents listened to podcasts for around 35 minutes a day. Nonetheless, there was a difference in access habits on weekdays and weekends. The respondents listening to podcasts less than 60 minutes on weekdays were higher than those on other days, reaching 59% and 35%, respectively.

The smartphone was a device used by most of the respondents to listen to podcasts (81%). However, there were respondents accessing podcasts through their laptops (16%). In addition, YouTube and Spotify was the most frequently accessed podcasts broadcast platform, namely 49%, and 48% respectively. Meanwhile, from the genre point of view, contents of education (18%), music (14%), social and culture (13%), and comedy (11%) were the most routine contents listened to by the respondents.

Validity Testing

The research data validation was conducted using four parameters: loading factor, Average Variance Extracted (AVE), discriminant validity, and cross-loading. The testing was conducted with AMOS and MS Excel programs. The first parameter, namely the loading factor, aimed to show a correlation score between indicators and latent variables. An indicator is said to be correlated with the latent variables if the loading factor score is higher than 0.5. Meanwhile, if the score is under 0.5, the indicator is invalid and must be eliminated from the research model.

In the first testing, there were six invalid indicators (the loading factor score was <0.5), then it was eliminated from the research model. Those six indicators were a part of two indicators on the edutainment variable (EDU3, EDU8), one variable on the storytelling variable (STR3), and three indicators

TABLE 1. Validity Testing Result with Loading Factor Parameter

Indicator	Loading factor	Indicator	Loading factor	Indicator	Loading factor	Indicator	Loading factor
EDU1	1.00	STR2	1.57	SOC3	1.90	MLT4	0.88
EDU2	2.24	STR4	1.47	SOC4	2.07	MLT5	0.55
EDU4	1.51	STR5	1.21	SOC5	1.97	SKP3	1.00
EDU5	1.50	STR6	1.41	MLT1	1.00	SKP4	0.97
EDU6	1.68	SOC1	1.41	MLT2	2.96	SKP5	0.83
EDU7	1.61	SOC2	1.80	MLT3	2.75	SKP7	0.98
STR1	1.00						

Source: Researchers' Analysis Result (2020)

on the attitude variable (SKP1, SKP2, SKP6). Meanwhile, in the second testing, all indicators were stated valid with the following results:

Based on the TABLE 1, all indicators were stated valid since they had fulfilled the loading factor score criteria.

The second parameter was Average Variance Extracted (AVE), aiming to exhibit the average variance score percentage extracted from a series of latent variables estimated through standardized loading. The AVE score was stated valid if the score was higher than 0.5.

The TABLE 2 illustrates that the loading factor standardized score of all variables indicated number > 0.5. It implies that all latent variables were valid.

The third parameter, namely discriminant validity, aims to compare the root AVE score for each variable with the correlation between the variable and other variables in the research model. If AVE's root value was more significant than the correlation of other latent variables, the variable was declared valid. Based on the discriminant validity test results, all latent variables met these criteria; thus, all latent variables were declared valid.

Meanwhile, the fourth parameter, namely cross-loading, was conducted by comparing each indicator's loading factor score among latent variables. The measurement model was declared valid if each indicator's loading factor score

toward its latent variable was more significant than the loading factors score of other latent variables. Hence, the result of the fourth parameter testing indicated that each indicator met the criteria. Therefore, all indicators were declared valid.

Reliability Test

The reliability testing of the measurement model was carried out using the Composite Reliability and Cronbach's Alpha parameters. The first parameter, namely Composite Reliability, aimed to measure the internal consistency of a latent variable. The latent variable was declared reliable if the Composite Reliability score was greater than 0.7.

The TABLE 3 exhibited that all latent variables met the score criteria of Composite Reliability greater than 0.7. Hence, all latent variables above were declared reliable.

The second parameter, Cronbach's Alpha, was one method to measure latent variables' internal consistency. A latent variable was declared reliable if the Cronbach's Alpha score was greater than 0.6. Based on the Cronbach's Alpha score obtained, all latent variables in this research had met the criteria of Cronbach's Alpha score of greater than 0.6. It implies that all latent variables were reliable.

Structural Model Testing

TABLE 2. Validity Testing Result with AVE Parameter

Variable	AVE	Note
Edutainment	0.59	Valid
Storytelling	0.62	Valid
Social	0.75	Valid
Multi-tasking	0.52	Valid
Attitude	0.69	Valid

Source: Researchers' Analysis Result (2020)

Structural model testing was carried out with three parameters: R-Square (R^2), path coefficient, and hypothesis testing. The calculation of the R^2 value on the dependent and independent variables shows the following results:

The TABLE 4 above illustrates the R2 value of the four variables tested in this study. The structural model's quality criteria based on the R2 value in the structural model test were 0.25, indicating a weak model. Meanwhile, a score of 0.5 indicated a moderate model, and 0.75 indicated a good model. Based on these criteria, the edutainment, storytelling, and social variables indicated a moderate R2 value, while the multi-tasking variable indicated a weak R2 value.

The next test employed the path coefficient parameter to test the significance of the relationship between latent variables through the bootstrapping process, which produced t-value or t-statistic. The test criteria were based on the comparison of the t-statistic value with the t-table. If the t-statistic value is greater than the t-table, then the two variables had a significant correlation.

For the confidence level (margin of error) 95% ($\alpha = 5\%$), the t-table score used was 1.96. If the path coefficient value was positive, the two variables had a positive correlation and vice versa.

The correlation between variables indicated a score of t-statistic greater than t-table, P values smaller than 0.05, and a positive score based on the above table. Hence, it can be concluded that the four categories of motivation for using podcasts had a positive correlation of attitude toward podcasts.

The main research hypothesis was the effect of four categories of motivation toward attitude. The above table exhibits positive and significant correlations among independent variables of edutainment, storytelling, social, and multi-tasking toward attitude variables. Thus, it can be concluded that H_0 was rejected, whereas H_1, H_2, H_3, dan H_4 were accepted. The following is the structural model shaped:

Model Accuracy Test

The Goodness of Fit model was conducted to discover whether the

TABLE 3. Reliability Testing Test with Composite Reliability Parameter

Variable	Composite reliability	Note
Edutainment	0.80	Reliable
Storytelling	0.78	Reliable
Social	0.84	Reliable
Multi-tasking	0.73	Reliable
Attitude	0.78	Reliable

Source: Researchers' Analysis Result (2020)

TABLE 4. R² Value of Each Variable

Variable	R-Square (R^2)
Edutainment	0.52
Storytelling	0.58
Social	0.40
Multi-tasking	0.23

Source: Researchers' Analysis Result (2020)

structural model above can explain the research data.

Based on the Goodness of Fit table, it can be assumed that generally, the structural model could result in the expected prediction.

DISCUSSION

Research of the motivation for using podcasts based on the uses and gratifications theory resulted in a positive contribution in understanding the relation pattern of the urban youth with audio-based digital media. The measurement results described a picture of the urban youth as podcast listeners who generally have full control of content, time, and other side activities. Compared to the old media, podcasts as a new media offer possibilities for individuals to have more significant control and capacity to select certain information they want (Kurnia, 2005). Listening to podcasts is not only related to podcasts but also a listening activity that is easy to blend and embed on the tight urban youth's routine, among other social media.

Podcasts do not only offer one type of content. By combining the accessibility of old and new media, podcasts listeners can access information on sports, politics, relationships, psychology, and other things. Moreover, podcasts are a medium capable of leading the youth to an

TABLE 5. Results of Path coefficient Model with Bootstrapping

Variable	Path coefficient	t-table	t-statistic	P-Value
Edutainment → Attitude	0.24	1.96	2.18	0.02
Storytelling → Attitude	0.24	1.96	2.40	0.01
Social → Attitude	0.11	1.96	3.52	***
Multitasking → Attitude	0.09	1.96	2.6	0.00

Source: Researchers' Analysis Result (2020)

TABLE 6. Hypothesis Result Testing

Code	Hypothesis Variable	Effect	Path coefficient	P-Value	Result
H_1	Edutainment → Attitude	Positive, significance	0.24	0.02	Accepted
H_2	Storytelling → Attitude	Positive, significance	0.24	0.01	Accepted
H_3	Social → Attitude	Positive, significance	0.11	***	Accepted
H_4	Multi-tasking → Attitude	Positive, significance	0.09	0.00	Accepted

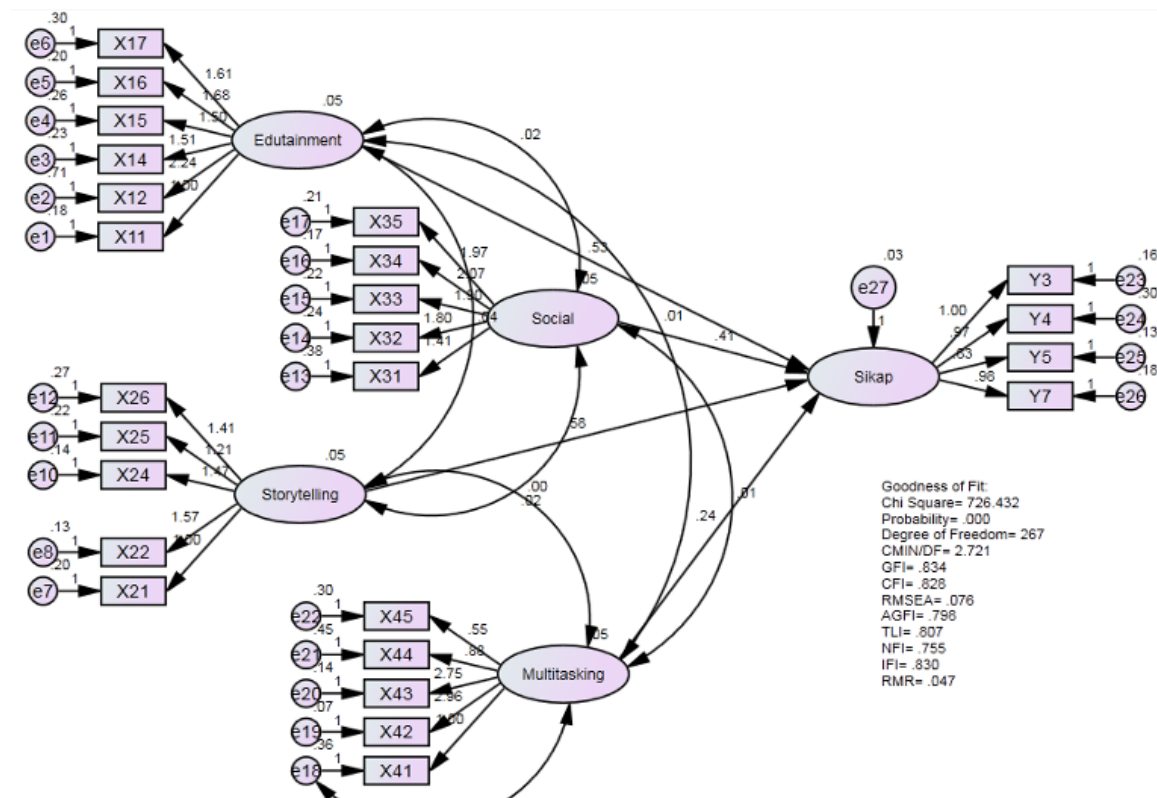Source: Researchers' Analysis Result (2020)

FIGURE 1. Research Structural Model
Source: Researcher's Analysis Result (2020)

interesting narration, stimulate the mind, provide a platform for social interaction, and keep the mind busy amidst the daily routine.

Motivation related to education looks more prominent in this current research than the research of Rubin (1984). The results of Confirmatory Factor Analysis indicated that edutainment motivation was a significant factor to predict gratification obtained by podcast listeners. It proved that the youth did not merely use podcasts to kill time but also achieve more specific objectives, such as seeking educational entertainment.

Edutainment motivation, precisely

TABLE 7. Result of Goodness of Fit Model

Variable	Cut Off Value	Output	Note
Chi-Square	< Chi-Square Table	726.432	Different and meaningful
CMIN/DF	< 2	2.721	Marginal (Quite Good)
GFI	>0.9	0.834	Marginal (Quite Good)
CFI	>0.9	0.828	Marginal (Quite Good)
RMSEA	< 0.8	0.076	Good (Qualified)
AGFI	>0.9	0.798	Marginal (Quite Good)
TLI	>0.9	0.807	Marginal (Quite Good)
NFI	>0.9	0.755	Marginal (Quite Good)
IFI	>0.9	0.830	Marginal (Quite Good)
RMR	< 0.8	0.047	Good (Qualified)

Source: Researchers' Analysis Result (2020)

the item showing that podcasts broaden the listeners' knowledge, significantly contributed to podcast users' attitudes. These research results are in line with research conducted by Chung & Kim (2010) regarding the use of podcasts among students. It explained that students listening to podcasts to gain insight had a more positive attitude than those only looking for entertainment or relaxation. Thus, it can be interpreted that the fulfilment of edutainment gratification would impact urban youth's loyalty to podcasts.

In addition, educational content was also the genre that listeners loved the most. Podcasts offer various educational contents, such as lectures that are directly related to subject matter to sharing and tips for college students' daily life. It should be emphasized that educational content is not only associated with the formal and serious subject matter but also light content that makes listeners feel educated. In this case, content with the theme of romantic relationships presented in a humorous manner, such as "How to deal with heartbreak?" can also provide new insights for the youth. Therefore, listeners categorize the content as educational content.

Besides mapping the motivations that encourage urban youth to listen to podcasts, this exploratory research also discovered an essential motivation for using podcasts that align with the urban youth's attitude. Of the four categories of motivation (edutainment, storytelling, social, and multi-tasking), storytelling motivation was a significant factor representing the podcast's use among urban youth. The storytelling motivation that encouraged urban youth to listen to podcasts actually described how they enjoy life, namely entertaining and educating themselves from others' stories or experiences. This result, however, was different from the findings in research on

the uses and gratifications theory of other media in general, where escapism and relaxation were more dominant. At the same time, the motivation for storytelling was relatively less prominent.

The results indicated that listeners wanted new and unique things by listening to podcasts, such as new knowledge, exciting entertainment, and stories from other people different from themselves. When mapping the correlation between mobilization and companionship, Green et al. (2004) suggested that a person would experience a positive effect by expanding oneself and gaining new knowledge about the world through narrative experiences. Two observation indicators that were in line with previous research results were "I can broaden my knowledge with podcasts" on the edutainment factor and "I like to learn about the experiences of other people who are different from me" on the storytelling factor. Both represented the gratification that urban youths get from listening to podcasts, namely learning something beyond their prior knowledge or experience from other people's stories or life experiences.

The storytelling factor also suggested that although it involved relatively light sensory activity, listening to podcasts was, in fact, an immersive experience. The fulfilment of storytelling gratification indicated audio content creators' ability to create a memorable listening experience and stimulate the user's sensory senses. Podcasts were media for stories that made listeners feel connected to broadcasters whose voices can act as substitutes for protagonists in traditional narrative formats (e.g., actors and actresses in television soap operas or films). Therefore, the host's presence as a speaker figure helped listeners kill time or make the time flies. This finding is in line with the findings of Green et al. (2004), stating that people who were moving (for example, driving, taking public

transportation) often lost their sensitivity to the time and activities occurring around them because they focused on the story or narrative heard.

The findings on the urban youth's motivation for using podcasts explained the similarities and differences between podcasts and other media, particularly television and YouTube. For example, a study conducted by Rubin (1984) on the motivation of television viewers indicated similar results with motivation to use podcasts, namely a significant correlation between entertainment motivation and companionship, which was the same as the correlation between edutainment and social motivation in this study. These two motivations were often common in individual media experiences.

Social motivation focuses on the interconnection of podcasts listeners. Although listening to podcasts is a solitary activity that is easy to do, the social engagement factor shows the potential to bring podcast listeners together, which ultimately opposes the solitary experience. Considering that podcasts are not mass media, social media plays a vital role in connecting podcasts listeners with their fan forums. It is illustrated in the item specifically stating that social media is a means to connect with other listeners ("I use social media to discuss podcasts with friends" and "I use social media to recommend podcasts to others").

For urban youth, listening to podcasts is regarded more as a personal experience than a collective experience. Nevertheless, this personal experience is a part of the social gratification factor because the listeners share what they listen to, and they listen to what is shared. Listeners have a desire to interact with their fellow users in numerous ways. This condition also indicates that new media such as podcasts and the internet create a community that expands individual relationships across time and distance

boundaries and even creates a virtual society where people get to know each other through networked communication (Saefudin, 2008).

This aspect of interpersonal relationships is included in social motivation, proving that listening to podcasts is an individual activity; listeners still feel that they are not alone. They feel like they are a part of a conversation, listen to other people's experiences, and share them on social media. Therefore, listening to podcasts is actually a mutual experience of the individual users that creates social interactions. In addition, this condition indicates the integration between various digital media consumed by urban youth and reinforces the assumption that urban youth live their life with plentiful media usage.

Other similarities existed in the multi-tasking aspect. Even though these factors were rarely used in the uses and gratifications typology, the multi-tasking factor analysis results indicated item coherence with urban youth habits, which often regarded listening to podcasts as a side activity. This finding is coherent to a study of YouTube audiences conducted by Haridakis and Hanson (2009), demonstrating that the ease of accessing the media was due to their freedom to keep doing other activities while watching YouTube. Podcasts listeners also experienced the same ease and flexibility in this study, measured by multi-tasking motivation such as "I do my homework while listening to podcasts" and "I listen to podcasts on my way". Therefore, podcasts do not only offer gratification that meets the basic motivations for media consumption, like what they get when consuming conventional media, but also particular motivations which are suitable with their characteristics of new media, such as accessibility and mobility.

The multi-tasking factor referring to the activity of doing several tasks at

once was relevant to the motivation for listening to podcasts to help the youth complete tasks or at least feel productive. In the edutainment and storytelling factor, learning new things or experiences through podcasts could be a means to kill time and help individuals develop themselves. Thus, there was a cohesive correlation between the motivational factors of edutainment, storytelling, and multi-tasking. Meanwhile, social factors were an individual's way of dealing with their loneliness by customizing their listening experience to suit their own desires and conditions. Individuals can listen to podcasts but share common gratification by recommending interesting content or making podcasts content a conversation topic.

The research results indicated that the four categories of motivation positively and significantly affected podcasts' listener attitudes. Storytelling and edutainment factors had a strong influence on the loyalty of young podcast listeners. These findings can be used as a basis for practical considerations for designing and producing podcasts content. Small-scale podcast content producers and content creators can produce podcast content with various genres, and according to young people's needs. For example, the edutainment factor will considerably help listeners who want to educate and entertain themselves depending on their mood, time, and other conditions. The storytelling factor will appeal to listeners who want to make time fly. Meanwhile, the social factor will make the listeners feel connected to other listeners. Additionally, the multi-tasking factor is highly required by listeners doing their routine activities that tend to be monotonous and boring. Podcast content producers' and creators' efforts to facilitate these communication needs can foster an actively engaged and loyal media audience.

One example of podcast development in the practical realm is in the field of higher education. Previously, podcasts were not a medium developed to facilitate the teaching and learning process. It was instead addressed for entertainment. In its development, the need for self-entertainment fulfilled by podcasts has brought positive impacts, namely education and engagement with others. Moreover, previous research that discussed the relationship between education and the media proved that advances in media technology bridged significant changes in learning activities (Putri, Hamdan, & Yulianti, 2017). Therefore, podcasts could also be used to facilitate students' needs to learn and interact with others in online education.

From the institutional side as a creator, uploading learning content in podcasts format can be an effort that can be done, but producing podcasts broadcasts alone is not enough. College students should also be encouraged to contribute actively with interactive materials and activities that allow them to download and upload their own podcast content. This strategy will fulfil the gratification of enjoyment, convenience, and education continuously and simultaneously.

Higher education institutions, in collaboration with content creators, can develop broadcast programs based on genres or themes that suit student motivation so that they can fulfil the essential gratification needed by them such as obtaining entertainment as well as new knowledge, feelings of not being alone, and the ease of sharing or interacting. Thus, podcasts use does fulfil not only cognitive graphics such as entertainment and education but also emotional aspects such as friendship and interpersonal relationships.

CONCLUSION

This research aimed to identify

the urban youth's motivation for listening to podcasts. There were four motivation categories driving the urban youth to listen to podcasts: edutainment, storytelling, social, and multi-tasking. The four motivation categories were identified from studies of the uses and gratification theory focusing on new media use. It is undeniable that it is also influenced by motivation indicators adopted from the old media use. These research results identified that the four motivation categories could explain the relation between podcasts and the urban youth who need important entertainment, personal stories, connection with the outer world, and "friend" in doing daily routine. Thus, gratifications offered by podcasts make the activity of listening to podcasts a meaningful experience for the urban youth.

Another objective of this study was to explain the relationship between urban youth's motivation and attitudes towards podcasts. The results showed that the four categories of motivation had a significant and positive relationship to the urban youth's attitude. This condition explains that when the urban youth's motivation is channelized through podcasts, and they get the expected gratification from listening to podcasts, their attitude towards podcasts will be increasingly positive. This positive attitude is characterized by a desire to continue listening to podcasts in the future and a willingness to recommend podcasts to others. It can be concluded that the fulfillment of gratification or media satisfaction by podcasts makes the relationship between urban youth and podcasts closer. Podcasts are more and more embedded in the youth's daily lives, and they are more loyal to podcasts. This finding is in line with the theoretical assumptions of uses and gratifications typology, in which media users are considered to be active audiences

who have a motivation to use media. Meanwhile, audiences' preference for the media is determined by the gratification of the media's needs.

The findings and implications of this study offer both theoretical and practical understanding of podcasts. From a theoretical aspect, the motivation typology employed as a research model can be adopted and explored further by researchers of digital media uses and gratifications, considering that new media technology is overgrowing these days. Meanwhile, from a practical aspect, this study's findings are expected to become practical considerations in developing podcast content that can create a satisfying media experience so that users will be more loyal to podcasts. In addition, this study also views an opportunity to use podcasts to optimize satisfaction from edutainment motivation, namely by exploring podcast use in the realm of education to present an entertaining learning experience for the urban youth.

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