Implementation of Storytelling Podcast
in Case-Based Method

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ABSTRACT

Storytelling is effective for all types of learners. Visual learners learn through mental imagination of stories, auditory learners learn through the words and sounds of storytellers, kinesthetic learners learn through emotional connections and feelings from a story. Storytelling helps the learning process by making it easy to remember. In this course, international business consists of various materials which are history and examples of international cases that have story elements. Starting from stories about the start of international business in the world, adaptation of culture-economic-social-political-technology, to the history of international business organizations. The potential application of the storytelling method through cases is very conducive to this course. Storytelling is done through podcasts, face-to-face in class or online, and case-based method assignments with storytelling presentations.

Keywords: Storytelling, Podcast, Learning

1. BACKGROUND

Storytelling is a powerful way to influence, teach, and inspire. Storytelling is a method of learning that is quite effective through connections between people and ideas conveyed. A good story creates a connection, builds familiarity, trust, and makes the listener enter into the story and be open to learning [3].

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The application of storytelling and case-based methods is carried out in the International Business course which will discuss various theories and main frameworks and how to apply these concepts to global business strategy and management. The topics covered fall into two broad categories - first, issues of globalization at the country level and media at the corporate and business unit level. At the country level, topics cover diversity in the global business environment and similarities and differences among countries across dimensions such as social, economic, political, legal, cultural and demographic, costs and benefits of globalization for different countries, and agreements for regional economic integration. and globally such as the EU, ASEAN, APEC and the WTO. At the corporate level, topics include factors that drive companies to go global, strategies for foreign market entry and expansion such as exports, licensing, joint ventures, wholly-owned subsidiaries and foreign direct investment, global and local integration pressures responsive to international companies. , multinational strategies and organizations, knowledge flows in multinational companies, problems in foreign exchange risk management, global supply chain management, and international marketing mix standardization versus adaptation.

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through podcasts, face-to-face in class or online, and CbM assignments with storytelling presentations.

Teaching materials for international business courses currently use podcasts (homemade) audio that can be heard through anchor, google podcast, and spotify which are good for auditory learning methods. powerpoints, ebooks, and videos for visual learning methods. The learning method used is the case-based method by involving students in presentations, discussions, case study analysis, as well as various related researches in the field of international business for kinesthetic learning methods. Lectures in the form of lectures in class (and offline/ virtual synchronous) are also conducted to accommodate visual and auditory learning methods.

The assessment carried out to measure student learning achievement that has been implemented so far is through assessment during assignment making, presentations and discussions, as well as assessment through written case study exams with an "analyze" level on Bloom's taxonomy. Assessment for group assignments is also carried out through a "peer evaluation for group assignment" questionnaire at LMS spadadikti.id. In 2021 the International Business course will be implemented through the Independent Student Exchange program which is attended by 28 students from various universities in Indonesia.

2. LITERATURE REVIEW

Storytelling is a powerful way to influence, teach, and inspire. Storytelling is a fairly effective learning method through connections between people and ideas conveyed. A good story creates connections, builds familiarity, trust, and makes the listener enter into the story and be open to learning [3].

Storytelling is effective for all types of learners. Visual learners learn through mental imagination of stories, auditory learners learn through the words and sounds of storytellers, kinesthetic learners learn through emotional connections and feelings from a story [3]. Storytelling helps the learning process by making it easy to remember. According to psychologists, Peg Neuhauser learn through stories will be easy to remember accurately and long term. According to psychologist, Jerome Bruner in his research found that stories are 20 times easier to remember.

3. METHODOLOGY

The revision of the RPS (Semester Study Plan) is carried out by providing a choice of innovative and diverse learning methods, so that each student with different learning styles has the support of teaching materials that can help achieve learning outcomes effectively. The RPS will follow the online RPS format, by adding a column for learning methods and technology media.

The learning technology used is online teaching materials with podcast audio format. According to a Reuters Institute research [6] the internet allowed audio formats to revive, today everyone is connected to a radio device on their smartphone. The term "podcasting" was first pronounced in 2004 by Ben Hammersley to refer to audioblogs and online radio [5]. In 2005 Apple used the term Podcast for iPod Broadcasting [2], first introduced exclusively on Apple iPod devices. In its development podcasts can be used on various devices. Podcasts are audio recordings in the form of radio programs, lectures and other programs available on the internet for free [4]. Lecturers can use the recorder application on their cellphone to make voice recordings, and publish the recordings online, so that students can listen to them on their own devices (cellphones, tablets, laptops, etc.).

The implementation of this technology is planned to be implemented in the last half semester of 2021/2022 lectures. In the RPS, it will be added to learning methods and technology media, and students can use all the methods offered, include storytelling.

A comprehensive evaluation will be carried out at the end of the semester by asking which method is their main preference, and how they respond to the use of audio storytelling in the teaching and learning process. In addition, the evaluation is also carried out through the results of learning outcomes and the distribution of the final score of the Semester Final Examination [1].

4. RESULT AND DISCUSSION

Development begins with creating and conducting online quizzes for students taking International Business courses through the kueisoner form containing questions about student behavior and psychology. Through the questionnaire, it can be seen the types of learning styles for each student.
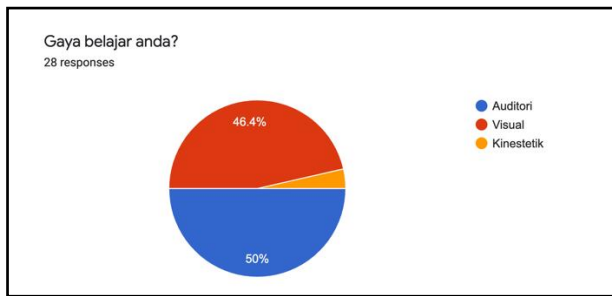
Figure 1. The Learning Style

Based on the results of the quiz, it was found that the majority of students in the International Business class had an auditory learning style. This learning style is in accordance with the storytelling podcast audio teaching learning method which is expected to help auditory learners to gain an understanding of achieving learning outcomes.

Revision of the RPS (attached) is done by entering the LMS spadadikti.id link for the International Business course so that it can be enrolled by students. In addition, the auditory learning method / style in the learning media column is also added with education on the use of the audio podcast application (the applications selected after being selected and tested are: anchor, spotify, and google podcast). The explanation of this teaching style method is also conveyed via audio media at LMS spadadikti.id. Through this explanation, students are expected to be able to understand this audio teaching method (which is still the only one they encountered during college). LMS spadadikti.id display is made as attractive as possible with an aesthetic visual appearance. On the LMS spadadikti.id web, students get written and audio information.

The implementation of teaching materials is carried out by making teaching materials in online audio format. Teaching materials are recorded online on the anchor application. Audio teaching materials are explanations along with examples of handsout teaching materials and textbooks. Through this audio format lecturers provide quota-efficient teaching media and can also be listened to anytime anywhere for commuters. To make this teaching material, a cellphone with good recording tools, a podcast application, and a quiet environment is needed so as not to interfere with the sound recording process. Currently, 8 audio materials for International Business courses have been produced, and a total of 30 teaching materials for marketing courses as a whole that can be accessed at

https://anchor.fm/berribet

Since being published on March 22nd, 2020, this teaching audio has been temporarily accessed 3,343 times and has received monetize and sponsorship offers. Through podcast performance analytics in the lecture period March to June 2020, listener preference data is obtained. The demographics of students who access teaching audio can be seen that the majority of podcast listeners are male, aged 18-22 years, accessing via cellphone using an anchor application. The advantage of this audio teaching is that auditory learners can access this teaching material repeatedly, especially when the final semester exams (UAS) will be held to improve understanding and prepare for UAS, it can be seen that there are repetitions of online podcast access during the final semester exam period.

The final evaluation is also carried out after the UAS to find out the use of audio teaching in facing exams and how it impacts on student understanding and learning outcomes at the end of the semester. Evaluation is carried out through filling out online questionnaires by students about learning experiences with audio teaching materials in International Business courses.

Based on student preference data, the lecturer method of learning lectures or material delivery is the majority preferred storytelling on lecture (ceramah), followed by make assignment. This activity can be done in class or online.
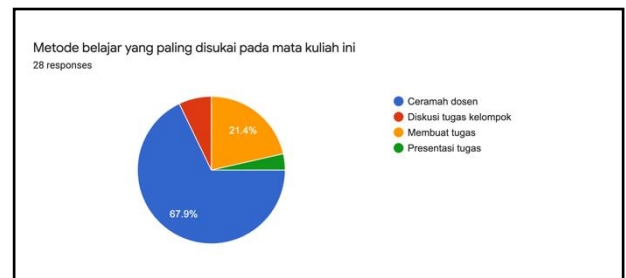

Figure 2. The Preferred learning tool in this course

The most preferred learning facility for storytelling in this course is an audio podcast, and to communicate students prefer the use of the learning management system (LMS) facility spadadikti.id.
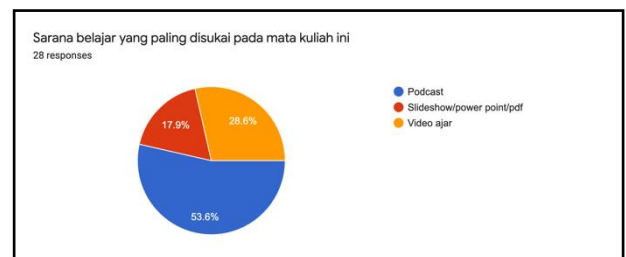
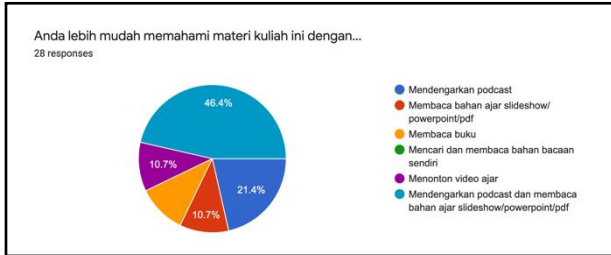**Figure 3.** The Most Preffer Learning and Communication Facility

Figure 4. Easier to Understand this Course Material with

Figure 5. Re-listen to the Storytelling Podcast for the Exam

Students have various options to gain an understanding of teaching materials with the various learning facilities available. The choice of 46,4% of students used a combination of using audio podcasts while reading the slide teaching materials. 96,4% of students returned to listening to audio podcasts online or which have been downloaded repeatedly for final semester exams.
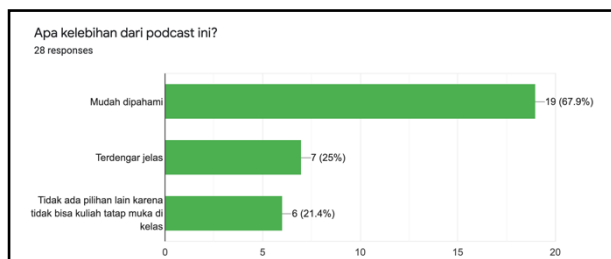

Figure 6. The Strength of this Storytelling Podcast

This storytelling podcast has several strength, such as easy to understanding and sound clearly. this is also influenced by the limitations of learning methods in the pandemic era.
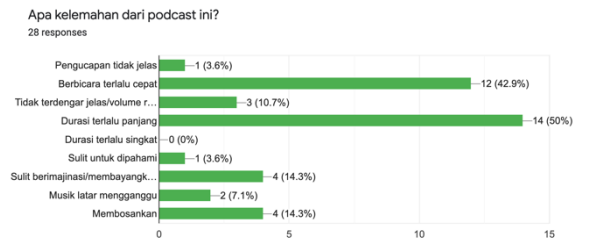

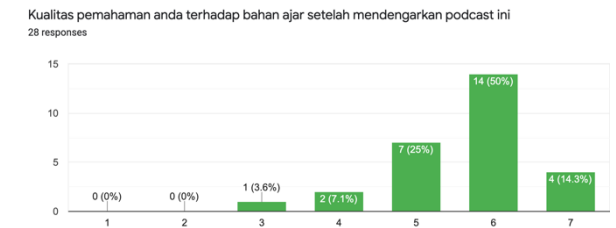**Figure 7.** The Weaknesses of this Storytelling Podcast

Figure 8. Level of Understanding

This storytelling podcast has several weaknesses, such as too long duration (more than 30 minutes), difficulty visualizing audio with limited visuals, and delivery of material that is too fast. However, this condition is still within the tolerance limit so that it can fulfill the quality of student understanding at a very good level.
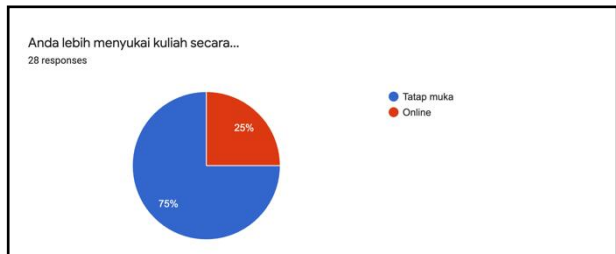

Figure 9. The Preferred online or face-to-face

Figure 10. The need for Podcast in Regular Learning

As much as 75% of students prefer face-to-face lectures. This method is considered better than online according to student preferences. However, online material can be used to support face-to-face learning, online material is used by students as a complement to material, materials for repetition of learning to increase understanding and test

preparation. The average student score in 2020 was 3.35, for 2021 the student score increased to 3.60, there was an increase in the value of 0.25 with an indication of better learning outcomes. With the conditions of the learning process that experienced a drastic change from the previous year.

5. CONCLUSION

Storytelling on audio podcasts are an efficient and effective method of approaching online learning. Storytelling is a fairly effective learning method through connections between people and ideas conveyed through lectures on podcasts, assignment presentations and discussions. A good story creates a connection, builds intimacy, trust, and keeps the listener engaged in the story and open to learning and discussing more.

AUTHORS' CONTRIBUTIONS

The author has contributed equally to this research.

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