



# Video Podcast Training as A Means to Form Personal Branding of Students With Special Needs

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**Abstract.** Access to education is the right of every citizen without exception. The space for education needs to be provided, both for people without physical limitations and for people with disabilities at all levels. Even so, not all educational institutions provide adequate facilities and infrastructure, especially for students with disabilities. The lack of introduction and portfolio is one of the reasons, students with disabilities do not have the opportunity and confidence to be involved in society. Various efforts have been made to provide learning opportunities and express the potential of students with disabilities. Therefore, this training was held to increase the knowledge and skills of students with disabilities in making interesting video podcasts so that they are suitable for publication through the media. The video podcast that has been published is expected to be able to shape the character of students with disabilities and become their portfolio. This study used a qualitative approach with focus group discussion and observation data collection techniques. The informants of this study were students with disabilities at Surabaya State University. From the results of training and research observations, it is known that the limitations in expressing the potential of students with disabilities are caused by unskilled human resources and a lack of information and education regarding audio visual podcast techniques.

**Keywords:** Media. *Personal Branding*. Video Podcast. Disability

## 1 BACKGROUND

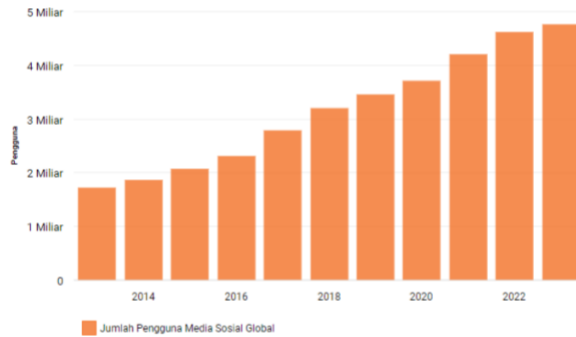
Realizing a quality generation that is able to face the industrial revolution 4.0 certainly requires the preparation of adaptive human resources. Education is the main factor that makes it easier for the younger generation to prepare various important aspects before entering society, including students with special needs. The definition of disability is any physical or mental disorder that substantially limits the main activities of life. Disabilities include learning disabilities, blindness or low vision, hearing impairments, speech impairments, and impaired mobility [1].

Having a population of hundreds of millions of people, Badan Pusat Statistik (BPS) reveals the number of persons with disabilities in Indonesia is around 22.5 million in 2022. This number continues to increase every year, from 2021 of 16.5 million. The

same research shows that only 7.6 million out of 17 million persons with disabilities in their working age are working [2]. Jackson, M. (2019) explains that persons with disabilities continue to experience a lack of meaningful participation and involvement in the world of work [3]. So it is difficult for recruiters to assess the potential of persons with disabilities. Evidence of employment opportunities can be a good alternative to create empowered persons with disabilities. One of the evidence is by providing more in-depth training and supporting the accessibility of the skills they possessed.

Skills that can be improved for persons with disabilities are not only limited to motor skills. With the increasing use of the internet, persons with disabilities also have good literacy demands. Not only as media consumers, persons with disabilities can also become digital media producers. Social media is not limited to certain users, identity in the form of an account can be used by anyone, including persons with disabilities. The Indonesian Ministry of Information and Communication (Kominfo) held an inclusivity movement in Geneva, Switzerland. As quoted from press release no 35/HM/KOMINFO/03/2023, the government has implemented the pentahelix strategy to create digital literacy for persons with disabilities. It was also stated in the Collaborative Workshop on Strengthening Digital Literacy for Disabilities (13/03/2023), the fundamental problem experienced by persons with disabilities is discrimination, so there is a need for creative spaces and facilities that are inclusive of persons with disabilities, especially in the digital world [4].

Inclusive spaces for persons with disabilities in the digital world continue to be sought by various parties. Technically anyone can access the internet and social media. The use of social media is not limited to finding information, but it can be more than that. Social media users can share information with other users. Currently, the number of social media users reaches 60% of the world's population [5]. The number of internet users which reached 4.76 billion users in January 2023 creates various opportunities. One of them is content production with creativity that can be commercialized. Social media users are not only limited to creating content that shares information, but also can create content that is used as a means of promotion. Currently, content creators are used by business as promotional media. This is where the ability to create creative and liked content on social media can be an opportunity for anyone, including people with disabilities [6].

**Fig. 1.** Global Social Media Users.

*Source: Databoks (2023)*

Job opportunities for people with disabilities are now starting to open wide. One of the professional choices for persons with disabilities is as a content creator. However, currently persons with disabilities are still in the comfort zone in carrying out their daily activities. Jobs as content creators are fairly new, so people with disabilities don't know much about using social media, especially podcasts, can generate income. Podcasts need a personal identity to be accepted in the digital media industry. So, training is needed for people with disabilities to be able to build their personal branding to get job opportunities on social media.

As a content producer or so-called content creator, what is needed is not only creative instinct to produce audio and audio visual content. Content creators must have the skills to read social media data to maximize the use of gadget. Meanwhile, the problems of persons with disabilities are not only limited to technical skills, but also to develop their potential. Personal Branding can be an effective solution to address the needs of persons with disabilities regarding building recruiters' trust in the potential of persons with disabilities. Hubert K. Rampersad defines personal branding as a person's perception of self-expression owned by an individual based on what he does and how he does it [7]. Personal branding is a way to maximize selling points. This personal branding activity is defined as the practice of introducing people's special credentials, personality, and characteristics to an identity that is stronger than others. Indirectly someone from the job or career they are in. Hubert K. Rampersad explains the personal branding process through three stages:

1. Building a branding identity, creating an authentic and distinctive character that is different from the others so that it has its own market.
2. Actively communicate the created branding identity to the market.
3. Evaluation of branding identity in order to improve the personal branding process in order to create an image that meets expectations.

In today's digital era, technology is the key to providing accessibility and equality in inclusive education. Technological developments are also important for students with disabilities. Assistive technology devices can help improve physical or mental functioning, relieve impairment or damage, prevent a worsening of a condition,

increase a person's capacity for learning, or even replace a lost limb. Persons with disabilities who have various motoric limitations can improve their abilities by highlighting their strengths through personal branding. The power of sharing stories and information through social media is one of the skills that can be trained by persons with disabilities. Students with disabilities also have the same opportunities as other social media users to gain profit opportunities and business opportunities in the digital industry.

One of the developing content for sharing stories is podcast. Since 2019 podcasts have started to grow in Indonesia and have grown fivefold in three years [8]. The digital content industry in the form of podcasts can be an opportunity for persons with disabilities to develop and enhance personal branding. According to Tarmawan's research it is stated that the technology that uses effective communication is podcasts. In the context of higher education, video podcasts or short video recordings that can be accessed online are popular learning tools. The use of video podcasts offers flexibility in time and place, allowing students to study according to their needs and preferences [9]. However, there is still little research exploring the potential of video podcasts as a means of personal branding for students with disabilities.

## 2 METHOD

Based on the results of interviews with the coordinator of Unesa students with disability, Makruf Fauzi on June 23 2023, there were several factors that resulted in Unesa students with disability being considered less than optimal in carrying out personal branding, one of which was the lack of understanding of Unesa students with disability in managing social media. Seeing the importance of personal branding for students with disabilities, this study aims to identify how video podcast training can contribute to the formation of the self-image of students with disabilities. Thus, this research is expected to contribute valuable knowledge and information for inclusive education, as well as provide practical guidance for educational institutions in utilizing technology as a personal branding medium for students with disabilities.

This research involved students with disabilities at Unesa. The researcher introduced podcasts and their potential as personal branding media to 50 students with disabilities who were involved in the training and practice of making podcast videos as well as reviewing and analyzing participants' responses and understanding.

The results of this study are expected to provide insight into the potential of video podcasts as a means of personal branding, such as increasing self-confidence, public speaking ability, and creative independence for students with disabilities. Thus, this research is expected to be the basis for designing personal branding learning programs that are inclusive and adaptive to technological developments.

The data in this study are presented using a qualitative data approach in the form of descriptive analysis. The method used in this research is a case study. The case study method is considered suitable for this research because this study fully reviews existing problems with a data perspective. The data collecting techniques are focus group discussions and observation. Focus group discussions were conducted with students

with disabilities at Universitas Negeri Surabaya. The research was conducted in the meeting room of the Universitas Negeri Surabaya library. Focus group discussions and observational data were analyzed by reducing the data according to research needs. Then the classified data will be presented with narration and recommendations.

### 3 RESULTS AND DISCUSSION

The Department of Students with Disabilities, Directorate of Disabilities, Universitas Negeri Surabaya supervises 70 students with disabilities from various faculties and classes at Universitas Negeri Surabaya. One of the division's work programs is to provide training for students with disabilities to improve the competence and skills of students with disabilities so they can contribute to society.

The results of FGD with chairperson and members of the Students with Disabilities Division, researchers summarized the problems that exist in the Disabilities Student Division of Universitas Negeri Surabaya Directorate of Disabilities as follows:

- Individual abilities are less publicized or promoted through personal branding
- It is difficult to understand proper and interesting public speaking techniques and podcast video production techniques for publication
- Lack of collaboration with media-based external parties for the education of students with disabilities

Forms of expertise that can answer these problems are:

- Marketing Communications: examines the potential for personal branding according to market needs and its applications, public speaking and its applications.
- Communication Media: designing podcast video production techniques

The researcher concluded that providing workshops and assistance in making inclusive video podcasts as a personal branding medium is the most effective way to overcome this problem. The aim of this program is to foster a literacy spirit and utilize communication technology that leads to personal branding and to increase knowledge and ability to make video podcasts which can become personal branding media for students with disabilities at Unesa.

In order for the training to be effective and well organized, it is necessary to determine the stages of its implementation. Here are the steps:

#### 3.1 Stages of Training Implementation

**Table 1.** of Activities

<b>Activity Stages</b>	<b>Activities</b>	<b>Method</b>
1 <sup>st</sup> Visit	Event socialization	Offline and online Via WhatsApp

2 <sup>nd</sup> Visit	Audiovisual training	podcast	Offline (face to face)
3 <sup>rd</sup> Visit	Content practice	creation	Offline (face to face)
4 <sup>th</sup> Visit	Content evaluation		Offline and online Via WhatsApp

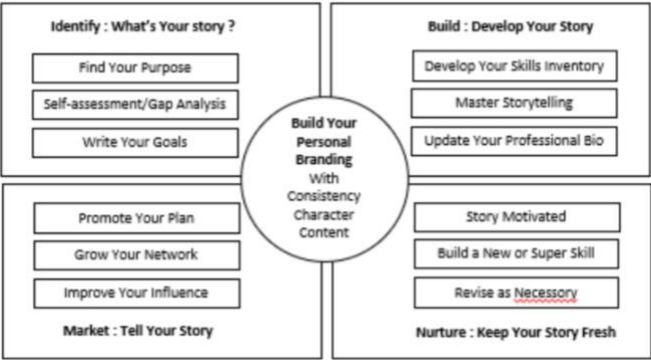
*Source: Researchers (2023)*

As an illustration of training programs series, in the initial sessions or pre-observations, the researchers discussed with the heads of students with disanolities at Unesa to identify the most urgent needs of students with disabilities at Unesa; (2) researchers identify needs and conduct video podcast training as the most effective solution to existing problems. (3) the trainer invites the most interested participants to create a media podcast and share their portfolios on social media for audience identification. (4) researchers and students with disabilities evaluate visual podcast content produced together.

This activity was attended by 50 students with disabilities at Unesa. Meanwhile, researchers present practitioners to provide material related to public speaking and video podcasts. In addition, researchers conduct this training by paying attention to the needs of participants. Among the needs of students with disabilities is the delivery of material in an inclusive manner such as presenting Sign Language Interpreters for deaf friends and optimal audio for the blind, besides that other persons with disabilities can adapt.

From this training, practitioners provide materials related to building personal branding in the professional world by (Prickette, McWright, Bishop, & Moffatt (n.d) as follows:

**Fig. 2.** Picture of Self-Image Building Stage



*Source: Prickette, McWright, Bishop & Moffatt*

### **3.2 Identify: What's Your Story**

The basic concept in podcasts is storytelling, so creators are required to consistently present the content that the audience needs. The uniqueness of the content is the basis for creators to be liked by the audience. For creators, the identity of a content is absolutely emphasized, so that it has a unique and interesting identity. In this training, the participants started with self-introduction. Each participant was asked to formulate strengths and weaknesses. Everyone has strengths that will be directed to cover the weaknesses of each. Even in this training, individual weaknesses can be used as strengths and uniqueness that attract the attention of the audience.

In this process, participants who have been able to identify strengths and weaknesses, then discuss with the trainer to make a priority scale for each side of these strengths and weaknesses. In this process, participants find it difficult to be able to express themselves. The participants tend to get stuck on their disability as their personal weakness. In addition, participants' motivation was also increased by providing stimulus in the form of outreach to podcasters with disabilities from various regions in Indonesia and abroad. Once ranked, participants can focus on their highest strengths and highest weaknesses and uncover how to organize them into ideas and data to develop stories within the podcast content.

The final step in the identification process is writing down the ultimate goal in building suitable podcast content. When formulating participants' goals, they adjust to the growing social media trends with trend predictions provided by the trainer. At this stage, persons with disabilities have difficulty opening up. Some participants were found to have more weaknesses than strengths. So to formulate content creation goals tend to be limited to the examples given.

### **3.3 Build: Develop your Story**

Developing the advantages possessed into a form of achievement that can be realized by society and get recognition both by society and the professional world. At this stage, persons with disabilities are asked to write down their skills and interests. The skills possessed are also given a master or proficient scale. Students with disabilities who do not yet have specific skills are directed to determine their interests. Some examples of activities that can be carried out by participants are collecting achievements or experiences they have. Participants who have special skills are also asked to perform demonstrations, such as singing skills or reading poetry. Demonstration activities carried out by participants can also increase motivation for other participants who do not yet have certain achievements or skills. Participants who do not yet have the skills are encouraged to read and find as much information as possible so they can retell stories through podcasts. One way to increase reading interest and seek information is to increase self-confidence. When understanding each other's strengths based on the first stage, participants were given material related to the basics of public speaking.

The ability to speak in public besides being able to increase self-confidence, technically can also make people with disabilities more accepted in new communities. Given the limitations of students with disabilities, podcasting can be an easy way to build stories based on their skills and interests. Participants were given brief material on storytelling with opening, content and closing techniques. Apart from that, participants were also given material related to punchlines or story dramatization to make it more interesting for the audience.

The stories in a podcast are not only limited to interesting content, but also the people behind the creators. So it is important for participants to be able to compose an attractive portfolio. Data from the first tap in the form of individual strength coupled with personal identity is then made in the form of a portfolio. This training also introduces how to create creator descriptions on podcast accounts that suit their respective characteristics. The obstacle faced was that the participants could not focus on describing themselves. So further training is needed to be able to make appropriate creator descriptions.

### **3.4 Market: Tell Your Story**

Individual personal branding has begun to be seen, through activities consisting of digital partner promotions. The promotional activities introduced in this training were carried out in a simple way. Social media accounts owned by persons with disabilities are expected to be a means to develop self-image. The main objectives that have been prepared in the first stage become a reference for participants to formulate a self-image. Each participant has expectations for content created by representing self-image. Public speaking skills on social media are not only verbal, but also textual. Participants are given caption and title preparation material for each uploaded content. Networks on social media are absolutely needed by creators to be able to develop their podcasts. Constraints at this stage is that the participants are still not active in using social media. This is because self-confidence needs to be increased.

Digital literacy skills are also a sub-material in this training. Participants are taught to be able to communicate in text according to the podcast content. Every individual has not been able to open a new network outside the community of students with disabilities. Even though many programs from various groups to support persons with disabilities are more inclusive, the findings in this study are that training participants still do not dare to leave their comfort zone.

### **3.5 Nurture: Keep Your Story Fresh**

In this final part, individuals are expected to continue to be motivated, dig deeper into their expertise, especially in self-monitoring and determining whether to make changes or get out of their comfort zone. However, the findings in this study are that persons with disabilities have not been involved in various forms of communication. A community that makes persons with disabilities safe and comfortable is still limited to a community of fellow persons with disabilities. Inclusion programs available make



people with disabilities feel inferior, so what participants need is to increase their confidence with public speaking skills.

Telling stories through podcasts can be a source of livelihood, if people with disabilities have a strong motivation to form a self-image. Simultaneous skill development must be carried out by participants independently by providing 4 stages of training. However, a podcast training program for people with disabilities cannot be done just once. Requires consistent repetition to have a more pronounced impact.

## 4 SUMMARY

The needs of persons with disabilities revealed in this training are the need to increase internal motivation, so that self-confidence can grow. The process of self-introduction to each participant can already be carried out in this training, but to be able to develop networks and self-image requires more in-depth training. Participants need psychological material that is in line with the technical material for creating content on the podcast.

This research on audiovisual podcast training concludes that students with disabilities at Universitas Negeri Surabaya have a desire to improve their personal branding skills through video podcast media. As for the Podcast making training, students with disabilities have the opportunity to increase personal branding through higher quality social media. However, students with disabilities also need to deepen their skills and abilities and expand their network of partnerships with external parties and the media to get greater support.

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