



Student Perceptions of Using Spotify for Podcasters as a Storytelling Media

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ABSTRAK

Spotify untuk Podcasters telah muncul sebagai platform populer untuk pembuatan podcast. Namun penerapannya dalam pembelajaran anak usia dini memerlukan eksplorasi lebih lanjut. Penelitian ini bertujuan untuk menganalisis potensi dan tantangan penggunaan aplikasi Spotify for Podcasters sebagai media storytelling pada pendidikan anak usia dini. Penelitian ini menggunakan pendekatan penjelasan sekuensial metode campuran, yang menggabungkan metode kualitatif dan kuantitatif. Penelitian ini melibatkan mahasiswa program Pendidikan Anak Usia Dini yang mengikuti mata kuliah Perkembangan Bahasa dan Keterampilan Bercerita. Metode pengumpulan data kualitatif meliputi observasi dan wawancara, sedangkan data kuantitatif diperoleh melalui survei terstruktur untuk menilai persepsi siswa terhadap penggunaan aplikasi. Hasil penelitian menunjukkan bahwa penggunaan Spotify untuk Podcaster secara signifikan meningkatkan kemampuan bercerita siswa. Membantu mempertajam keterampilan seperti pengucapan yang jelas, intonasi yang tepat, dan pilihan kata. Selain itu, aplikasi ini memungkinkan terciptanya cerita yang interaktif dan menarik untuk audiens muda. Namun studi ini juga mengidentifikasi tantangan-tantangan yang ada. Siswa awalnya menghadapi kesulitan teknis dalam menggunakan aplikasi, termasuk bug dan keterbatasan dalam mengakses akun Spotify. Keterbatasan kapasitas penyimpanan dalam aplikasi menimbulkan tantangan dalam mengelola konten podcast. Implikasinya menunjukkan bahwa Spotify untuk Podcaster dapat meningkatkan keterampilan bercerita siswa dan memfasilitasi pembelajaran anak usia dini yang lebih menarik. Namun, pelatihan awal dan pemikiran strategis diperlukan untuk mengatasi kendala yang muncul. Penelitian ini memberikan wawasan berharga mengenai potensi dan tantangan pemanfaatan teknologi podcasting dalam pendidikan anak usia dini, sehingga menjadi landasan bagi pengembangan lebih lanjut di bidang ini.

ABSTRACT

Spotify for Podcasters has emerged as a popular platform for podcast creation. However, its application in early childhood learning requires further exploration. This research aims to analyze the potential and challenges of using the Spotify for Podcasters application as a media storytelling tool in early childhood education. The research employs a mixed-method sequential explanatory approach, combining qualitative and quantitative methods. The study involves students from the Early Childhood Education program enrolled in the Language Development and Storytelling Skills course. Qualitative data collection methods include observation and interviews, while quantitative data are obtained through structured surveys to assess students' perceptions of the application's usage. Results indicate that using Spotify for Podcasters significantly enhances students' storytelling abilities. It helps sharpen skills such as clear pronunciation, appropriate intonation, and word choice. Moreover, the application enables the creation of interactive and engaging stories for a young audience. However, the study also identifies challenges. Students initially faced technical difficulties using the application, including bugs and limitations in accessing Spotify accounts. Storage capacity limitations within the app posed challenges in managing podcast content. The implications suggest that Spotify for Podcasters can improve students' storytelling skills and facilitate more engaging early childhood learning. However, initial training and strategic thinking are necessary to address emerging constraints. This research provides valuable insights into the potential and challenges of utilizing podcasting technology in early childhood education, laying the groundwork for further developments in this field.

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1. INTRODUCTION

Currently, the use of audio technology, especially podcasts, has become a significant trend in education in Indonesia, with podcasts ranking high in listener preferences. Based on data Indonesia's podcast audience is in second place in the world as of the third quarter of 2021 (Reyna et al., 2017; Zein & Wahyuni, 2023). Specialized platforms such as Spotify for Podcasters have become popular in creating and distributing podcasts, taking advantage of the trend of increasing listener interest in digital audio content. According to previous study podcast is a digital audio file made available on the internet for downloading to a computer or portable media player, typically available as series, new instalments of which can be received by subscribers automatically (Reyna et al., 2017; Ritter, 2012). However, despite the popularity of podcasting among the general public, understanding how to optimize such applications in the context of early childhood education still needs to be further explored. Along with the development of the Industrial Revolution Era 4.0, the application of audio technology in learning is expected to provide a more interesting and effective learning experience, especially in teaching young children (Dewi et al., 2019; Sawitri, 2019). The importance of interactive learning to increase activity during the learning process and multimedia-based programs for early childhood have gained widespread recognition in educational literature. Early childhood children have developing cognitive abilities and language skills and therefore, they are highly responsive to engaging audio narration (Qodr et al., 2021; Sabbihatul Mustaghfaroh et al., 2021). Podcast media as a storytelling tool has attracted the attention of educators and researchers as a potential way to bring interesting and meaningful learning to young children.

The impact of podcasts in education includes; First, podcasts can be an innovative teaching resource for teachers to design class activities. Second, podcasts help students' learning process, both inside and outside the classroom. Third, podcasts can increase the readiness and preparation of prospective teachers (Goldman, 2018; Jovanovic & Hartman, 2013). There are three main characteristics of podcasts, namely episodic, downloadable, programs driven mainly by certain themes. Podcasts are a source of authentic spoken text. The language presented is language that can be used by educators for various themes and levels, adjusted to the student's ability level (Abdulrahman et al., 2018; Iskandar et al., 2022). Podcasts are the only media that includes various interesting information content that can be consumed or enjoyed through applications connected via the internet network.

Apart from that, there is a tendency that listening to podcasts has a very influential impact on the audience, both from cognitive, behavioral and cultural aspects in society. One popular platform used for podcast creation and distribution is Spotify for Podcasters. This application has become a very flexible means for users to create and distribute stories in audio format (Suardhana, 2022; Yani, 2021). However, understanding how these applications are used in early childhood learning contexts still requires further exploration. The perspective that is the focus of this research is a structural and pragmatic approach that emphasizes students' reasoned argumentation and analysis skills (Kolar & Hodnik, 2021; Wilson, 2016).

This research aims to explore students' perceptions of using Spotify for Podcasters as storytelling media for early childhood. According to previous study, storytelling is a proven and popular pedagogy, an important teaching resource and has a very effective role in early education (Indah Lestari & Prima, 2023). In storytelling, you must use various techniques and strategies to make the story more interesting, such as the use of characters, plot, setting, conflict and theme. Indonesia, the application of the storytelling method has become mainstream in ECE. However, digital media has become a new trend in implementing storytelling methods to replace conventional media (Purnama et al., 2022; Putri Siahaan, 2020). Students are expected to be able to produce stories that suit the needs of an audience of young children and utilize the features in the application to improve the quality of their stories. By better understanding how students use this technology in learning, we can identify the potential and challenges in using podcasts as a learning tool, as well as develop better pedagogy in integrating them into early childhood education learning. Therefore, digital storytelling is a tool for fostering young children's imagination with opportunities to generate new knowledge, do their best and improve their learning process (Jitsupa et al., 2022; Vartiainen & Kumpulainen, 2020). The uniqueness of this research lies in combining the potential of podcasts as an innovative teaching resource with the features of Spotify for Podcaster to create interesting audio stories for young children. By exploring student perceptions, this research wants to identify the potential and challenges in using this application as a learning tool (Rapini, 2022; Zein & Wahyuni, 2023).

Thus, this research aims to analyze the use of Spotify for Podcasters as a storytelling medium in early childhood education, as well as to identify technical problems that may arise in using this application. The novelty of this study lies in the use of the latest mass media, namely Spotify and podcasts, which are connected to preschool students' skills that have not existed before. It is hoped that all of this will help develop better and more interesting learning approaches for young children through podcasting media.

2. METHOD

This research was conducted by applying a mixed-method sequential explanatory approach. This method is used to show trends and situation details. This results in a balance between qualitative and quantitative approaches (Ivankova et al., 2006). First, collect quantitative data with data collection techniques using surveys to see the percentage of user experience, application efficiency, user satisfaction and students' storytelling abilities. Then, qualitative data will be used, with observations and interviews in narrative form as a result of using the application as a storytelling medium. Quantitative data analysis uses quantitative descriptive using percentages with formulas (Aminoro, 2017). The qualitative data analysis model consists of three simultaneous activities: data reduction, data presentation, and drawing conclusions or verification (Miles et al., 1994). This research was conducted at Muhammadiyah University of Pontianak. The research subjects were 32 students taking Language Development Methods and Storytelling Skills courses. The mixed-method research design in this study can be seen in Figure 1.

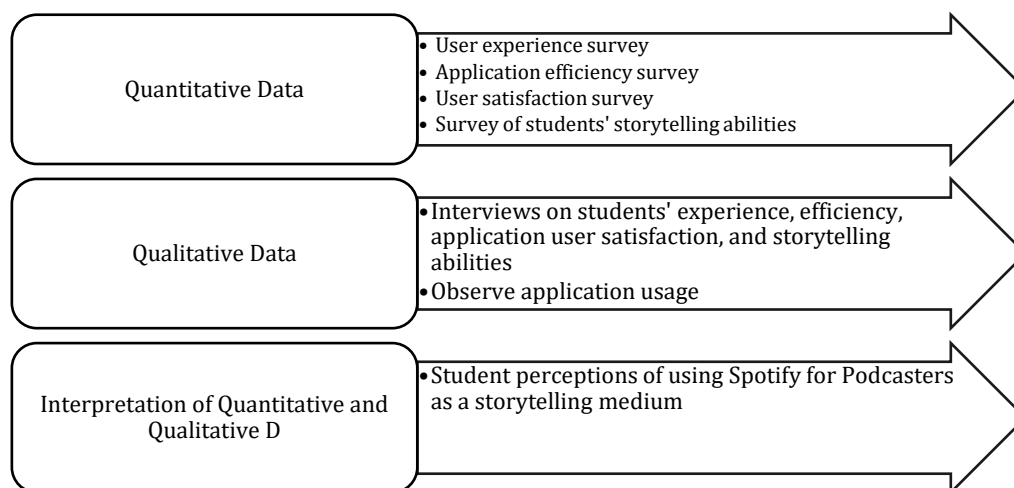


Figure 1. Mix Method Research Design

3. RESULT AND DISCUSSION

Result

Qualitative Approach Stage

The results of this research use two main approaches: quantitative and qualitative. The qualitative results describe how students use the Spotify for Podcasters application during the Language Development Methods and Storytelling Skills course. Through observations, it was found that students who access the application for the first time often experience difficulties and confusion when using it. One obstacle is that it is challenging to save audio because much information must be filled in beforehand. Like the process of uploading recorded episodes, it might feel challenging. When carrying out the upload step, various options will appear and need to be considered carefully. Every sentence needs to be carefully written. If you do not carefully consider these options, recordings could be uploaded to unwanted locations. Therefore, it is essential to be careful in uploading so the recording can be uploaded correctly. However, several other students think this application is easy to use, especially by teenagers and adults. Download the application and register; they can create podcasts with various themes. This podcast application makes a positive contribution as a learning resource for students. With an audio-based media format, podcasts are a handy alternative. Even though they rely on recorded sound, the diversity of content presented can maintain listener interest. A way to prevent boredom, additional musical elements can increase its appeal, especially for students who need variety in learning. The advantage of this application is convenience; with the available guides, recording and podcasts are simple. Users also have flexibility in customizing their listening experience, such as changing the playback speed according to preference.

With a manageable storage capacity, this application is suitable for smartphone installation with limited internal space. Even though it requires an internet quota during use, the advantage is that this application can be enjoyed without paying, and all features can be used for free. The ease of use is extraordinary because it can be installed on smartphones, laptops, or other devices. With a recording system designed for one session without pause, it resembles a 'live' recording format where there is no opportunity to stop the process. The quality of student recordings during this process depends on the smoothness of the internet connection.

The user experience becomes smoother and more secure with notifications when deleting recordings appearing in an episode. This feature is designed to provide users convenience, especially when students accidentally delete valuable recordings from their collection storage. With this notification, users can quickly and easily identify that the recording has been published previously; thus, students can take appropriate action. If a recording published in a particular episode is deleted, the system allows the option to easily re-upload the recording. Users only need to access the storage collection and select the appropriate recording to re-upload the relevant episode. This feature gives users tremendous flexibility in maintaining the integrity and flow of their shared content. The convenience and assistance provided by not requiring tools to make sound recordings are very significant. The recording quality is straightforward and clear, producing detailed sound capture, and even primary sound sources are well-represented. However, using applications in this context often needs help. The application often experiences bugs that cause captured recordings to be lost or inaccessible. This is undoubtedly an annoying obstacle in producing and using sound recordings. Even though it sometimes faces problems where the first recording often contains many wrong words and stutters, this application still provides a satisfying experience. Using the non-premium version, users are free from advertising interruptions that often appear when recording or listening to recordings. The sound is excellent, free from interference such as stuttering or spotting, making every recording sound professional. One of the superior features is the application's ability to handle long recording durations. This provides convenience to users because they do not have to worry about the potential for cutting off the product being created. With this feature, users can calmly make long and exciting recordings.

Quantitative Approach Stage

Students were asked to complete this research questionnaire after a series of observation and interview activities. The purpose of administering the questionnaire is to gain insight into the responses and opinions that students have regarding the use of podcasts as storytelling media in the context that has been observed. By completing this questionnaire, students can share their views, which will be a valuable contribution to analyzing podcasts' effectiveness and potential use in enhancing their learning experience. Student perceptions of using Spotify for Podcaster is show in [Table 1](#).

Table 1. Student perceptions of using Spotify for Podcaster

No.	Statement	Amount	Percentage
1	The information provided by the app is easy to understand	99	76
2	Easy to use menu application features	97	77
3	Easy to use application	99	73
4	Overall the use of this application is satisfactory	94	73
5	This application suits your needs	100	78
6	The app can be easily learned	99	77
7	Application is easy to operate	95	74
8	Can easily avoid errors in using the application	85	66
9	Helpful application for students	108	84
10	The menu display in the application is easy to recognize	94	73
11	The application has the capabilities and functions as expected	94	73
12	Does this application make it easy for you to record	97	76
13	Spotify for Podcasters can meet the needs of using audio services	102	80
14	This application doesn't cost a lot	106	83
Average			76%

Based on [Table 1](#), the overall average is 76%, showing that most students perceive using Spotify for podcaster applications positively. Although there are some areas where A small percentage of students may have different thoughts, this application is practical in meeting their needs and facilitating the learning process. Students do storytelling using spotify for podcaster is show in [Table 2](#).

Table 2. Students do storytelling using Spotify for Podcaster

No.	Statement	Amount	Percentage
1	Pronunciation The words spoken sounded very clear	45	87
2	Intonation Putting emphasis on certain words in a sentence	40	77
3	Diction		

No.	Statement	Amount	Percentage
4	Be precise in the use of terms or expressions	45	87
	Collapse		
5	Pronounce sentences coherently	41	79
	Mastery of the story		
6	Tells stories according to themes, a series of interconnected stories	48	92
	Fluency		
	Smooth story from start to finish	42	81
Average			84%

Based on [Table 2](#) the questionnaire above it is very encouraging and shows that students have good abilities in storytelling for early childhood using Spotify for podcasters. They can pronounce words, regulate intonation well, choose the right words, maintain consistent pronunciation, and have a good command of the story. These are all essential qualities in conveying stories to children effectively. The average percentage of 84% shows that students have strong storytelling abilities and are suitable for early childhood teaching purposes.

Discussion

Spotify for Podcasters is a platform or service provided by Spotify for podcast creators (podcasters). Before the emergence of Spotify for Podcasters, there was an application called Anchor, the world's largest podcast-hosting platform. They have joined forces to create the first platform that provides everything you need to develop and grow a podcast ([Mulyani, 2021](#); [Suardhana, 2022](#)). This can be attributed to the ease of creating and consuming podcasts and the various ways education podcasts enhance the students' learning experience. There are many advantages of podcasting in education ([Anggeraini, 2018](#); [Nigmatullina, 2019](#)). Podcasting has the potential to be an effective tool in your learning toolkit. Podcasts have succeeded as an educational resource teachers use ([Putra, 2021](#); [Ritter, 2012](#)). The use of the Spotify for Podcasters application by students in the context of storytelling produces several points that can be interpreted—application usage capabilities. The section about students initially having difficulty using the app reflects that they need to understand the tools and technology they use. Students' ability to master and use this application well is essential for acquiring practical storytelling skills. This aligns with the fact that students must master the tools and technology they use to tell stories to young children ([Saripudin et al., 2021](#); [Sumaryanti, 2020](#)). In most cases, the quality of the recorded storytelling depends much on the recording of the storyteller's voice. No matter how good and absorbing the stories are, the quality of the storyteller's voice in digital storytelling determines the quality of the information they share. While podcasting, for those of you who have lots of content ideas to share, you are free to determine the duration of each episode according to your wishes—from a few minutes to hours ([Indriani & Suteja, 2023](#); [Situmorang, 2020](#)). The brevity of the podcast title evidences awareness of time constraints. This can also estimate how long it will take students to listen. It is essential to pay attention to the duration when presenting a podcast so that listeners can still feel comfortable when listening to it ([Milana, 2021](#); [Mulyani, 2021](#)). The podcast production process requires minimal requirements and is easily accessible to various parties.

The addition of background music, smooth transitions, and sound effects in the Spotify for Podcasters application illustrates the importance of creativity in creating stories for young children. Students who can use these creative features may be better able to create exciting and engaging stories for young children. Like previous research, in this storytelling activity, the teacher used graphics to dramatize, attract the children's attention, and explain stories better ([Anggeraini, 2018](#); [Putra, 2021](#)). The teacher also added some recorded voices to the background—the ability to create engaging listening experiences. Using background music and other audio elements can help students create engaging listening experiences for children. In addition, it can increase the story's appeal and help maintain the attention of children, who may have shorter concentration levels.

Ability to adapt to technical problems, the emphasis on bug problems in applications shows the importance of students' ability to adapt to technical problems that may arise when they tell stories. In the application, integrating relevant content, namely, Spotify can help students integrate songs or music that suit their stories. This can enrich the storytelling experience and make the story more relevant to young audiences ([Del Cerro Velázquez & Méndez, 2021](#); [Elshami et al., 2021](#)). Students have the opportunity to understand and master audio technology, especially by using the Spotify for Podcasters application. They can hone technical skills such as audio editing, managing recordings, and combining various audio elements, valuable skills in our modern, increasingly technologically connected world.

The Spotify for Podcasters application can be valuable for developing students' storytelling abilities. Like previous research, students' storytelling skills can be improved using podcasts or podcast applications (Bulkis Ramli, 2022). While they may face initial challenges, using these apps as learning tools can allow them to hone their storytelling skills, become more creative, and share their experiences with listeners through a podcast. This is a good step in developing critical storytelling skills in various academic and professional contexts. Apart from that, students can develop their storytelling abilities more creatively and interactively (Payu et al., 2022; Taufan, 2022). They learn how to convey stories with appropriate intonation, clear pronunciation, and correct use of words. This is an essential skill in communicating with young children. Podcasts can be an effective medium in the context of learning and information for students. Students can use podcasts to develop understanding and insight, support independent learning, and choose podcasts that suit their interests and learning needs (Abdulrahman et al., 2018; Indah Sari & Sazali, 2023). In creating podcasts that are suitable for young children, students make a positive contribution to their education. They become responsible content creators and can positively impact on children's education. In the context of audio media, such as podcasts, speech culture can be an effective tool for education. The presence of a more personal audio character can help individuals understand the message conveyed more easily (Cubukcu et al., 2020; Jovanovic & Hartman, 2013).

Students learn to adapt to new technology, an essential skill in a rapidly changing world. They become more skilled at using apps and other digital tools, which can be helpful in various aspects of their lives. Students who can keep up with the latest technological developments will be able to increase their understanding of various midwives and develop new skills that they can utilize in the future (Alimuddin et al., 2023; Lampropoulos et al., 2019). Ease of access and flexibility. This application has advantages in ease of access, compatibility with various devices and flexibility in customizing the listening experience. Users also can change the playback speed according to their preferences. This application is suitable for devices with limited internal storage space. However, users need to have a stable internet connection during use. The various benefits of podcasts can be seen from the simple production process, which has minimal reduction costs and does not require as much equipment as conventional radio (Ritonga, 2021; Ruchliyadi et al., 2022). Audio podcasts downloaded and stored on your cellphone/smartphone can be played anytime and anywhere and can even be played back while doing other activities. Thus, audio podcasts also apply to the function of learning media in general.

Previous study identified four stages in creating a podcast, namely: (a) creating audio content (recording). For this, a microphone and audio recording software are needed. (b) test the created podcast. Listen again to the podcast you created and repeat the parts that do not match until you get a suitable version, then save it as an MP3 file (Costello, 2013; Robinson et al., 2017). Next, (c) upload the created podcast. Podcasters can use online platforms to publish their podcasts. If educators have a blog or website for class, they can publish it there or submit it to public podcast directory services such as Spotify or Podcast. Then, (d) publish the podcast created. After recording and uploading podcast content, it is time to publish it so students can learn about it. This can be done by providing a podcast link (the URL of the page it is hosted on) or creating an RSS Feed document allowing students to register for the podcast (Mulyani, 2021).

Thus, using Spotify for Podcasters as a storytelling medium for early childhood provides various benefits for students, not only in developing storytelling skills but also in using technology and interactive learning and making a positive contribution to children's education. This is a valuable opportunity to develop students' education and skills. However, using Spotify for podcasts as a storytelling medium for young children is not without problems. Students must face technical challenges, access limitations, and other issues that may impact their application experience. Podcasts can be a way for students to practice their storytelling skills.

4. CONCLUSION

The conclusions from research regarding the use of Spotify for Podcasters as a storytelling medium for young children can be summarized as follows: The Spotify for Podcasters application has the potential to be a helpful learning tool, especially in developing students' storytelling abilities. Using this application, students can build storytelling skills and technical abilities and have a more interactive learning experience. They can create stories appropriate for an early childhood audience and utilize the features in the application to improve the quality of their stories. Students initially experienced technical difficulties and challenges in accessing and using this application. This indicates the need for initial training for new users. Technical issues, such as bugs in an application, can disrupt the user experience and need to be fixed so that the application can be used more smoothly. Using podcasts as a learning tool has positive potential in facilitating early childhood learning. Students can create stories that are interesting and useful for a child audience. Students face limitations such as slow internet connections and limited Spotify account access.

This can affect the effectiveness of using the application. Students can develop their creativity by making podcasts and producing quality content with various creative audio elements.

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