

USING AUDIO STORYTELLING MEDIA TO IMPROVE STUDENT UNDERSTANDING

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Abstract: This research is motivated by the low level of student understanding in the learning process caused by the use of less varied learning media. One media that can be used to improve student understanding is audio storytelling, a learning medium that conveys material through stories in audio form. This study aims to determine the effect of using audio storytelling on student understanding in learning. The research method used is a quantitative approach with data collection techniques in the form of tests, observations, and documentation. The results show that the use of audio storytelling can improve student understanding of the learning material. Thus, audio storytelling can be an effective alternative learning medium to create more interesting and meaningful learning for students.

Education Keywords: audio storytelling media, student understanding, learning.

INTRODUCTION

is an important factor in improving the quality of human resources. Through education, students are expected to develop the knowledge, skills, and attitudes necessary for life. In the learning process at school, teachers play a crucial role in creating an effective learning environment so that students can effectively understand the material being taught. An effective learning process is not only determined by the material presented, but also by the strategies and media used in learning

Learning media is an important component in the teaching and learning process. According to Azhar Arsyad (2017), learning media is anything that can be used to convey messages or information during the learning process, thereby stimulating students' attention, interest, thoughts, and feelings during learning activities. Using appropriate media can help teachers convey material more clearly and make it easier for students to understand the concepts being studied.

Furthermore, Oemar Hamalik (2015) stated that the use of learning media can stimulate student learning motivation and have a positive psychological impact on the learning process. With learning media, the material presented by teachers becomes more engaging and easier for students to understand. However, in practice, many learning processes are still conducted conventionally, such as using lecture methods without the support of engaging media. This often results in students being less active in learning and experiencing difficulty understanding the material. Therefore, innovation is needed in the use of learning media that can increase student engagement and understanding.

One medium that can be used in learning is audio storytelling. Storytelling is a technique for conveying information through stories that are told in an engaging and meaningful way. According to Walter Benjamin, storytelling is an effective way to convey experiences and knowledge through narratives that are easily understood and remembered by listeners. In a learning context, storytelling can help students understand material more contextually because the information is conveyed through an engaging storyline.

Furthermore, according to Joe Lambert (2013), storytelling in learning can increase student engagement, develop imagination, and help students understand concepts more deeply. By utilizing audio media, storytelling can be presented in the form of audio recordings or narration so that students can listen to stories related to the learning material.

Based on this description, the use of audio storytelling can be an effective alternative learning medium for improving student understanding. By presenting material in an engaging story, students are expected to more easily grasp learning concepts and become more active in the learning process. Therefore, this article aims to review various studies related to the use of audio storytelling to improve student understanding through a literature review from various scientific journal sources.

DISCUSSION

A. Student Concept Understanding

Understanding is a crucial aspect of the learning process because it indicates the extent to which students are able to grasp the meaning of the material being studied. In learning activities, understanding is not only related to the ability to remember information, but also involves students' ability to re-explain concepts, interpret meaning, and apply the knowledge they have acquired in various situations. Therefore, student understanding is often used as an indicator of the success of the learning process in schools.

According to Benjamin S. Bloom, comprehension is a person's ability to grasp the meaning of the material being studied. In his taxonomy of educational objectives, comprehension is the second level after knowledge. At this stage, students are expected not only to remember information but also to be

able to explain it in their own words, interpret the meaning of a concept, and connect the information they have learned with other knowledge they already possess (Bloom, 1956).

Furthermore, according to W. S. Winkel, understanding is a person's ability to grasp the meaning of the learning material and to re-explain the content in a simpler way. Understanding indicates that a person truly understands the material being studied, not merely memorizing information but also being able to use it in different situations (Winkel, 2009). Another opinion is put forward by Nana Sudjana, who states that understanding is a level of ability that requires students to be able to grasp the meaning, concepts, situations, and facts they know. In other words, students not only know or remember information, but are also able to re-explain that information in their own words and connect it to other relevant concepts (Sudjana, 2010).

Furthermore, according to Suharsimi Arikunto, understanding is a student's ability to retain and use acquired knowledge. A person is said to understand material if they can re-explain the information, provide examples, and use it to solve problems related to the material being studied (Arikunto, 2013). Meanwhile, Anderson Krathwohl explains that understanding is a student's ability to construct meaning from learning messages, whether delivered orally, in writing, or through learning media. In Bloom's revised taxonomy, understanding encompasses several cognitive processes, such as interpreting, providing examples, classifying, summarizing, concluding, comparing, and explaining a concept (Anderson & Krathwohl, 2001).

Based on the various expert opinions, it can be concluded that student understanding is the ability to understand, interpret, and re-explain learning material using their own words. Understanding also includes students' ability to connect learned concepts with other experiences or knowledge and to apply these concepts in different situations. Therefore, understanding is an important indicator in assessing the success of the learning process because it shows the extent to which students have truly mastered the material. Furthermore, several factors can influence student understanding, as proposed by Slameto (2015). These factors, including student understanding, can be divided into two groups: internal factors and external factors.

1. Internal Factors Internal factors are factors originating from within the student that can influence their ability to understand the learning material.

a. Intelligence Intelligence is a student's ability to think, understand, and solve problems. Students with high intelligence tend to understand learning material more easily than those with lower intelligence.

b. Interest in Learning Interest is a person's tendency to pay attention and feel drawn to an activity. Students with a high interest in learning will be more focused on learning, making it easier to understand the material presented.

c. **Motivation to Learn** Motivation is an internal drive to engage in an activity. According to Oemar Hamalik (2015), high learning motivation will encourage students to be more active in learning, thereby improving their understanding of the material.

d. **Physical Condition and Health** A student's physical condition can also affect their ability to understand learning material. Students who are healthy will be able to concentrate more easily than those who are sick or tired.

2. **External Factors** External factors are factors originating from outside the student that can influence the learning process and student understanding.

a. **Learning Methods** The learning methods used by teachers greatly influence students' level of understanding. Using varied and engaging methods can help students understand the material better.

b. **Learning Media** Learning media are tools used to assist in the process of delivering material to students. According to Azhar Arsyad (2017), the use of appropriate learning media can increase students' attention, motivation, and understanding of the material being studied.

c. **Learning Environment** A conducive learning environment can help students understand the learning material. A comfortable, calm, and supportive environment will increase students' concentration in participating in learning.

d. **The Role of the Teacher** Teachers play a crucial role in helping students understand the learning material. Teachers not only act as deliverers of the material but also as facilitators who guide students through the learning process.

B. Learning Media

According to Wibawanto (2017), educational media are learning resources that can be people, objects, or events that enable students to acquire knowledge, skills, and attitudes. Educational media are not limited to tools or objects used to convey messages in the learning process, but can also include the role of educators as central figures or models in educational interactions, also acting as educational tools. Learning itself is the implementation of the curriculum in an educational institution that aims to influence students to achieve predetermined educational goals. The goal of education is essentially to direct students toward behavioral changes, both in terms of intellectually, morally, and socially, so that they are able to live independently as individuals and as social beings.

Furthermore, according to Hamka (2018), learning media can be defined as physical or non-physical aids intentionally used as intermediaries between educators and students in the learning process. The use of these media aims to facilitate students' understanding of the material, thereby making the learning process more effective and efficient. With learning media, the material presented can be received more comprehensively by students and can increase their interest in further learning.

Meanwhile, I Nyoman Sudana Degeng (1993) explains that there are several factors that teachers or educators need to consider when developing learning media. These factors include the learning objectives to be achieved, the level of media effectiveness, student characteristics, media availability, costs required for media procurement, and the technical quality of the media used.

Based on various expert opinions, it can be concluded that learning media is anything that can be used as an intermediary to convey messages or learning materials from educators to students. Learning media is not limited to tools or objects, but juga dapat berupa manusia, peristiwa, maupun lingkungan yang dapat membantu

Furthermore, in developing learning media, educators must consider several factors, such as the desired learning objectives, the level of media effectiveness, student characteristics, the availability of facilities and infrastructure, cost, technical quality of the media, flexibility of use, and available time allocation. By considering these factors, the learning media used is expected to optimally support the achievement of learning objectives and increase student understanding and engagement in the learning process.

C. Audio Storytelling Media Audio storytelling

media is a form of learning media that conveys information or lesson material through stories in audio or sound format. This media utilizes story elements conveyed through voice recordings, narration, or dialogue so that students can understand the learning material through listening activities.

According to Azhar Arsyad (2017), audio media is media that conveys learning messages through auditory stimulation, such as sound, music, or narration, which can help students understand the material being presented. Audio media is typically used to train listening skills and improve student concentration during the learning process.

Furthermore, according to Joe Lambert (2013), storytelling is the activity of conveying messages, experiences, or information through stories that are structured in an engaging manner that helps listeners understand the meaning or message being conveyed. Storytelling can be used as a learning method because it makes material easier for students to understand and remember.

By combining audio and storytelling media, audio storytelling can be used as a learning tool that conveys material through stories presented in the form of audio recordings. This medium allows students to listen to stories related to the learning material, thereby enhancing their imagination, listening skills, and understanding of the concepts being studied. Audio storytelling, or audio-based storytelling, is a learning method that utilizes narratives in audio format to convey information, develop imagination, and facilitate meaningful learning. This method has long historical roots in the oral traditions of various cultures, where knowledge and values are passed down from generation to

generation through stories. In the context of modern education, audio storytelling has undergone a transformation by utilizing audio recording and production technology, enabling a higher-quality listening experience and multiple access.

Audio storytelling in learning has several characteristics that distinguish it from other audio learning media. These characteristics relate to the way material is delivered through engaging stories, thereby increasing student attention, understanding, and engagement in the learning process.

According to Kieran Egan (2005), storytelling in learning is characterized by delivering material through a structured storyline. This makes the concepts taught easier for students to understand. Stories usually have elements of characters, setting, and conflict, which make students more interested in participating in the learning process.

In addition, according to Judy Freeman (2004), storytelling in learning has the following characteristics:

1. Using a clear storyline, storytelling is delivered through a series of events with a beginning, middle, and end so students can easily follow the story.
2. Containing characters and events, the story usually involves specific characters and the events that occur so students can imagine the situation being told.
3. Delivering the story in an engaging and expressive manner. The teacher delivers the story with engaging expression, intonation, and language style to keep students focused and interested.
4. Conveying a message or learning value. The story usually contains a message, concept, or value related to the subject matter
5. Engaging students' imaginations: Storytelling can stimulate students' imaginations because they can imagine the storyline being told.
6. Encouraging student participation: In storytelling, students can be involved through questions, discussions, or follow-up activities related to the story.

Based on these characteristics, storytelling in learning can create a more engaging, interactive, and meaningful learning environment, helping students understand the material more easily. Furthermore, there are several components to using audio storytelling media. According to Joe Lambert (2013), good storytelling has several key components support the delivery of an engaging and meaningful message. These components include the following.

1. Theme or Story Message: The theme is the main idea or message conveyed through the story. In learning, the theme is usually related to the subject matter or values the story wants to instill in students.

2. Characters: Characters are the actors in the story who drive the flow of events. Characters can be humans, animals, or other objects that play a role in the story. The presence of characters helps students understand the story more easily.

3. Plot: The plot is the series of events that occur in the story, from the beginning, middle, to the end. A clear plot will help students follow the story more easily

4. Setting: The setting is the place, time, and atmosphere in which the events in the story occur. The setting helps students imagine the situations that occur in the story, making the story more vivid

5. Conflict or Problem: Conflict is a problem that occurs in the story and must be resolved by the characters. Conflict makes the story more interesting and fosters students' curiosity.

6. Resolution: The resolution is the final part of the story, explaining how the conflict in the story is resolved. This section usually contains the message or value the story wants to convey to students.

7. Story Delivery Method The method of story delivery is also an important component of storytelling. Teachers need to use engaging intonation, expression, and language style to keep students focused and interested in the story.

D. The Role of Storytelling in Learning

The use of audio storytelling media in learning can help teachers create a more engaging, effective, and meaningful learning environment.

1. Increasing Student Interest and Motivation in Learning. One of the important roles of audio storytelling media is to increase student interest and motivation in learning. Stories delivered through voice with intonation, expression, and an engaging storyline can make students more interested in participating in learning. According to Oemar Hamalik (1994), learning media can stimulate student motivation and interest in learning and help improve student understanding of learning materials. Media can also provide stimulation in the learning process, making learning activities more effective. Thus, the use of audio storytelling media can make students more interested in listening and understanding the material presented by the teacher.

2. Helping Facilitate Material Understanding: Audio storytelling media also plays a role in helping students understand learning materials more easily. Stories presented in narrative form can connect learning concepts to students' everyday life experiences. According to Robert Heinich, Michael Molenda, and James Russell (1985), learning media are tools or means used to convey messages or information in the learning process, thereby stimulating students' thoughts, feelings, attention, and

willingness to learn. Through storytelling, abstract concepts can be explained through a simpler storyline, making it easier for students to understand the material.

3. Developing Students' Listening Skills: Audio storytelling media is very effective for training students' listening skills. During the learning process, students will listen to stories with Listen carefully to understand the story's content, characters, and message. According to Azhar Arsyad (2017), audio media relies solely on the sense of hearing and conveys messages through sound. Therefore, the use of audio storytelling can improve students' ability to listen to information better.

4 Stimulating Students' Imagination and Creativity: Audio storytelling media can also stimulate students' imagination because the story is delivered solely through sound without visuals. This allows students to imagine the characters, places, and events in the story they hear. According to Arief S. Sadiman (2014), audio media conveys messages through auditory symbols (sound) received by the sense of hearing, thereby stimulating the listener's thinking and imagination. Therefore, audio storytelling media can help develop students' creativity and imagination in the learning process.

5. Instilling Moral and Character Values. Stories told through storytelling usually contain moral messages to Isbell et al. (2004), storytelling can help children understand social and moral values and improve their language skills and understanding of their surroundings. Therefore, the use of audio or character values, such as honesty, responsibility, cooperation, and caring for others. According storytelling not only helps students understand the subject matter but also instills character values that are important for student development.

6. Creating Active and Enjoyable Learning: Audio storytelling media can also create a more enjoyable learning environment. Teachers can invite students to discuss the story's content, answer questions, or retell stories they have heard. According to Gerlach and Ely, learning media functions as: A communication tool in the teaching and learning process that can help create more effective learning. Therefore, the use of audio storytelling media can make the learning process more active, interactive, and less boring for students.

E. Advantages and Disadvantages of Audio Storytelling

The use of audio storytelling has various advantages, but it also has several limitations in the learning process. The following are the advantages and disadvantages of using audio storytelling:

1. Advantages of Audio Storytelling

a. Increases student interest and motivation to learn Audio storytelling can make learning more engaging because students listen to stories delivered with engaging intonation, expression, and plot. This can increase student interest and motivation in learning.

b. Training students' listening skills. Audio storytelling is very effective for training listening skills because students must listen attentively to understand the story. According to Arief S. Sadiman (2014), audio media conveys messages through auditory symbols received through the sense of hearing, thus training students' listening skills.

c. Stimulates students' imagination and creativity Because it uses only sound and no visuals, students will imagine the characters, places, and events in the story. This can enhance students' imagination and creativity.

d. Easy to use and does not require complicated equipment

Audio storytelling media is relatively easy for teachers to use because it only requires simple devices such as speakers, cell phones, or voice recordings.

e. Can be used anytime and anywhere. Audio storytelling media can be used flexibly both inside and outside the classroom, supporting a more varied learning process.

2. Disadvantages of Audio Storytelling

a. Relying solely on the sense of hearing Audio storytelling only uses sound, so students don't receive a direct visual image. This can make it difficult for some students to understand the story if they learn more easily through visuals.

b. Requires high levels of concentration. Students must focus on listening to the story to fully understand its content. If students aren't concentrating, they may miss important parts of the story.

c. Difficulty describing complex concepts. Some learning materials that are abstract or require visual explanations will be more difficult to understand if presented only through audio.

d. Dependence on sound quality If the audio quality is unclear or the sound is too low, students will have difficulty understanding the story being conveyed.

F. Previous Research

Many researchers have conducted research on the use of storytelling media in learning. One such study was conducted by Siti Khotimah, Kustiono, and Farid Ahmadi (2022) conducted a study entitled "The Effect of Audio-Assisted Storytelling on Listening and Speaking Skills in Early Childhood." This study used an experimental method and showed that the use of audio-assisted storytelling significantly improved children's listening and speaking skills compared to conventional learning. This suggests that audio storytelling can be an effective medium for developing students' language skills.

Another study was conducted by Siti Rofi'atul Adawiyah and Maryam Isnaini Damayanti (2022), who developed audio learning media in the form of narrative podcasts using the Anchor app for listening to fictional texts in fifth-grade elementary schools. This study used the Research and Development (R&D)

method. The results showed that the audio storytelling media developed had a high level of feasibility and could help improve students' listening skills in learning Indonesian. This suggests that the use of audio media in the form of stories can increase learning effectiveness.

Furthermore, research conducted by Nurlela Syariat et al. (2023) on the use of interactive storytelling for children's language development showed that storytelling activities can improve students' oral language skills. Through storytelling, students not only listen to stories but also actively participate in the learning process. The results of this study indicate that the storytelling method can create more engaging learning and help improve students' language skills. Thus, various previous studies have shown that audio storytelling media plays an important role in improving students' language skills and learning outcomes.

Conclusion

Based on the theoretical study presented, it can be concluded that student comprehension is the ability to understand, interpret, and re-explain learning material using their own words. Comprehension is not only related to the ability to remember information, but also involves students' ability to connect concepts, provide examples, and apply knowledge in various situations. Therefore, student comprehension is an important indicator in assessing the success of the learning process in schools.

Student understanding is influenced by various factors, both internal and external to the student. Internal factors include intelligence, learning interest, learning motivation, and the student's physical condition and health. Meanwhile, external factors include the teaching methods used by the teacher, learning media, the learning environment, and the teacher's role in guiding the learning process. By considering these various factors, the learning process can be designed more effectively to improve student understanding of the subject matter.

Learning media plays a crucial role in assisting the delivery of material from teachers to students. Learning media can stimulate students' attention, interest, and motivation, making the learning process more effective and efficient. The use of appropriate learning media can also help students understand abstract concepts in a more concrete and understandable way.

One learning medium that can be used to improve student understanding is audio storytelling. This medium conveys learning material through audio stories, enabling students to understand the material through listening. Audio storytelling has several advantages:

Characteristics include a clear storyline, the presence of characters and events, engaging storytelling, and a message or value embedded in the story. With these characteristics, audio storytelling can increase interest in learning, improve listening skills, and stimulate students' imagination and creativity.

Based on various previous studies, the use of audio storytelling has been proven to have a positive impact on the learning process, particularly in improving students' listening skills, language skills, and understanding of the subject matter. Therefore, audio storytelling can be an effective and engaging alternative learning medium for teachers to create more active, meaningful, and enjoyable learning for students.

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