THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Evaluating the Impact of Disciplined Storytelling on Student Communication Skills: Integrating Cultural Sensitivities in Educational Interventions

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Abstract:
This study aims to evaluate the impact of the Disciplined Storytelling framework on student communication skills, with a particular focus on integrating cultural sensitivities in educational interventions. The primary research question is: How does the Disciplined Storytelling framework affect the communication skills of students from different cultural backgrounds? This research adopts an action research methodology involving 105 students divided into two groups: 97 agricultural students and 8 agricultural students from the international class. The Disciplined Storytelling framework was applied over one semester, with data collected through essays and evaluated using comprehensive grading rubrics. Results indicate that the Disciplined Storytelling framework significantly improves students' communication skills, enhancing their ability to articulate complex ideas and engage with content meaningfully. However, there is a notable disparity in the depth of analysis and critical thinking among students, underscoring the need for continued emphasis on these skills. The study highlights the importance of culturally responsive teaching practices to bridge educational gaps and enhance learning outcomes.

Keywords: *Disciplined storytelling, communication skills, mental model, early education, cultural sensitivity*

1. Introduction

Effective communication skills are crucial in both academic and professional contexts. Storytelling has emerged as a powerful pedagogical tool to enhance these skills (Anderson, 2016). This study investigates the impact of the Disciplined Storytelling framework on students with diverse backgrounds. The research question addressed is: How does the Disciplined Storytelling framework impact the communication skills of students from different cultural backgrounds?

2. Literature Review

2.1. Disciplined Storytelling and Its Components

Disciplined Storytelling is a comprehensive framework designed to enhance communication and storytelling skills by integrating cognitive, cultural, and technical elements (Tambun, 2024a). Developed to address the needs of both introverted and extroverted learners, this framework is structured to build capabilities gradually and thoughtfully.

Mental Models include several key aspects. Synaptic neuron exposure encourages continuous learning and adaptation by exposing students to diverse environments and ideas, as highlighted by (LeDoux, 2003). Cultural and environmental influences significantly impact communication styles and learning preferences, as noted by Bronfenbrenner (1979) and Geertz (1961). Additionally, nutrition and well-being play a crucial role in cognitive function and learning efficiency, a point underscored by Tambun (2024c).

The focus on ideas encompasses mind mapping, which utilizes visual tools to organize thoughts and structure narratives, as discussed by Buzan and Buzan (1995). Sense-making, as described by Weick (1995), involves the process of interpreting and giving meaning to experiences. Team dynamics are emphasized for collaborative learning and the development of interpersonal skills, according to Frei and Morriss (2020).

Mindfulness is encouraged through big-picture thinking, which promotes holistic and strategic thinking, and the setting and achieving of short-term goals, both aspects highlighted by Smith et al. (2020). Techniques for self-talk and visual thinking, which enhance understanding and retention, are also incorporated, with foundational insights from Bandura (1977) and Smith et al. (2020).

When pitching ideas, the rule of three is a principle used to make messages memorable and impactful by presenting them in groups of three. It is also crucial to ensure that messages are culturally and politically fit, making them appropriate and sensitive to the respective contexts, as Christians et al. (2016) emphasize.
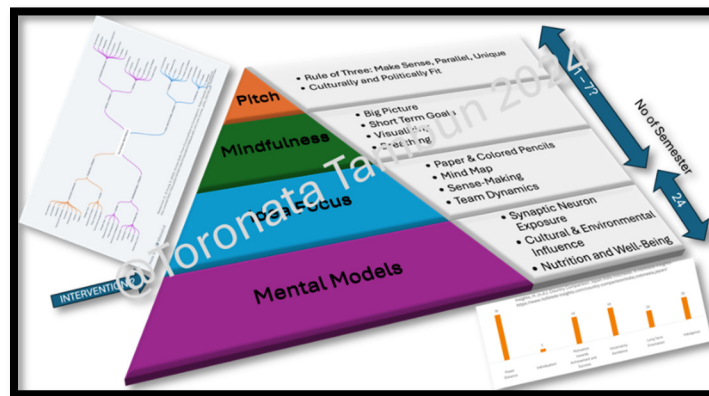
Figure 1: Disciplined Storytelling Framework

2.2. Application in Educational Settings

In educational settings, particularly within the Indonesian context, the Disciplined Storytelling framework addresses the cultural emphasis on introversion, as highlighted by Geertz (1961). By leveraging the natural inclinations of introverted students towards deep thinking and structured learning, the framework facilitates the development of effective communication skills. This approach is designed to counter the traditional educational focus on rote learning and instead foster critical thinking and creative expression.

2.3. Cultural Influences on Learning

Many introverts naturally lean into deep thinking, introspection, and carefully adopting new processes. This tendency is particularly pronounced among students in Indonesia, where cultural factors play a significant role. Hildred Geertz (Geertz, 1961) suggests that most children in Java are taught to venerate shame ("isin"), fear ("wedi"), and "sungkan" (a concept that goes beyond respect) during their childhood. This cultural upbringing may explain why traits typical of introverts are predominant, not necessarily in Bandung but notably in Yogyakarta. When these students are introduced to structured ways of learning—such as in communication, critical thinking, or success strategies—they dive in headfirst, practising with dedication and applying these methods effectively. On the other hand, some extroverts, despite having a natural ease with communication, might not advance as far due to a lack of disciplined practice and openness to evolving their knowledge. This highlights that success in communication and leadership isn't just about being sociable or outgoing—it's about a willingness to learn, adapt, and apply structured thinking and problem-solving strategies (Senge, 2006).

The challenge is that our educational institutions often prioritize quantity over quality, pushing students towards superficial engagement with content. This approach neglects the development of critical thinking and the ability to communicate complex ideas succinctly and compellingly. In a society that increasingly values quick, flashy communication, we risk prioritizing form over substance. Sending students into a life without the ability to communicate is analogous to sending a soldier into battle without a weapon, which under the Uniform Code of Military Justice could lead to a specific court-martial (Winston, 2018).

2.4. Educational Frameworks and Cognitive Development

A crucial question arises, especially in higher education, about the need for continued English instruction after many years of prior education. This state of instability points to a deeper issue not with the language itself but with the underlying cognitive and problem-solving frameworks students develop. The real challenge lies in how students think, approach life, and solve problems. What frameworks have been introduced and embedded in their education? Often, students are taught about higher-order feedback mechanisms in a way that emphasizes external design and fate rather than fostering their own analytical and problem-solving capabilities. From a broader perspective, the issue at hand is not about learning English in university but about cultivating the ability to think critically and fluidly, defining, confirming, and conveying meanings—a skill set aligned with post-structuralist thought. Learning to write and communicate effectively cannot merely commence at the university level; it necessitates extensive training to become structured or even automatic, reflecting the System 1 thinking model (Kahneman, 2011).

This understanding of the deeper educational challenges compels us to explore learning tools and strategies that better meet students' needs—preparing them not just linguistically but intellectually and creatively for the complexities of modern life. One effective tool is mind mapping, and another is non-hyped storytelling (Buzan & Buzan, 1995).

2.5. Mind-Mapping and Storytelling in Education

The transformative power of mind mapping, commonly introduced to executives embarking on learning in Ivy League institutions (Jeanjean, 2019), exemplifies a foundational tool for navigating academic and professional challenges. Mind-mapping reflects the brain's radiant rather than linear processing, organizing thoughts in a manner that enhances understanding and facilitates the structuring of compelling narratives (McEnerney, 2014). This method is particularly invaluable for introverts who find in it a structured way to articulate their ideas effectively, moving from conscious incompetence to conscious competence in communication and leadership.

2.6. The Human Skill Matrix and Storytelling

Westerman and Young (2020) underscore the importance of storytelling and the quality of ideas across several dimensions in their discussion of the 24 durable skills necessary for thriving in today's organizations.

Thinking skills such as critical thinking, creativity, and entrepreneurship are directly fueled by the ability to craft compelling narratives around complex ideas. Systems thinking and comfort with ambiguity also rely on storytelling to frame and communicate intricate concepts. Interacting skills involve effective communication and collaboration, which are quintessentially tied to storytelling. Empathy and relationship curation are enhanced by the ability to share and understand narratives. Managing ourselves skills, including self-awareness and adaptability, are enriched by personal storytelling. This helps articulate one's journey and growth. Persistence and integrity often find their roots in the narratives we tell ourselves and others about our values and commitments. Leading skills encompass strategic vision and empowering people, which are deeply connected to the ability to convey compelling visions and narratives. Managing projects and performance often involves storytelling to align teams and stakeholders with shared goals.

Recognizing these gaps and the potential of strategies like mind-mapping and structured thought to fill them, we now face a crucial juncture: to understand the implications of inaction and the transformative potential of proactive reform. Ignoring the depth of content and quality of ideas in our teaching sets up future leaders for failure. Graduates may find themselves at a disadvantage in a global marketplace that demands not only innovative ideas but the ability to convey them persuasively. However, overhauling our communication curriculum to focus on depth, critical analysis and the articulation of complex ideas arms students with the intellectual tools they need. This initiative is not merely about enhancing employability but about fostering a generation capable of insightful leadership and innovation.
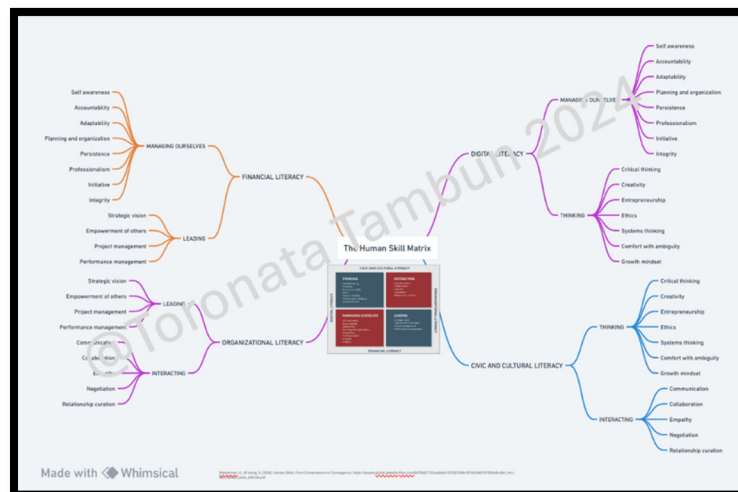

Figure 2: 24 Skills Matrix Adopted from: Westerman & Young (2020)

This insight is crucial for our students: while extroverts may naturally excel in communication, often relying on charm and perceived authenticity, they too can benefit from structured thought processes to ensure their communication has depth. For introverts, mastering tools, like mind-mapping, can transform conscious incompetence into conscious competence, allowing them to navigate from a position of structured understanding to deliver impactful narratives and ideas with confidence (Senge, 2006).

3. Research Methodology

This study adopts an action research approach to evaluate the impact of the Disciplined Storytelling framework (Saunders et al., 2023). The study included 105 students from two groups: Group 1 consisted of 97 agricultural students divided into 20 clusters, each assigned writing tasks related to agricultural and cultural topics. Group 2 comprised 8 agricultural students from the international class participating in a storytelling class. The duration of the study was one semester.

3.1. Measurement Tool: Disciplined Storytelling Framework

The objective of idea generation is to encourage the development of engaging and coherent ideas for communication. This involves fostering the creation of unique, logical, and personal ideas as a basis for effective communication. Applying mind map techniques helps organize and clarify ideas, making them structured, comprehensible, and easily shareable. This approach leverages both in-depth knowledge from formal education and intuitive insights from practical experience, ensuring ideas are innovative and grounded in real-world understanding (Buzan & Buzan, 1995). Tools used in this process include mind maps, sense-making techniques, clean slate paper, colorful pencils, and team dynamics.

Mindfulness during an elevator pitch aims to prepare individuals mentally and emotionally for exceptional communication. Using mindfulness techniques helps achieve a focused and calm state, enhancing presence and effectiveness. Mindfulness fosters high-quality ideas and dynamic group interaction, aiding in overcoming shyness and

improving pitch delivery. Tools for this include big-picture thinking, setting short-term objectives, visualization, and the box breathing technique (Smith et al., 2020)

The objective of delivery or pitching is to craft messages that are personally resonant, logically structured, and impactful within group dynamics. This involves the strategic use of verbal and non-verbal communication techniques to effectively convey a message and connect with the audience. Recognizing the moment of delivery as critical, it represents a pivotal 2 minutes that can significantly influence one's trajectory. This moment is not for reservation or hesitation; it is an opportunity to make a lasting impression. Embracing this moment with seriousness and commitment can shape one's future, propelling forward or hindering progress. Delivery tools include the rule of three: considering cultural and political context, maintaining eye contact, using clear words, and being committed and respectful.

Evaluation criteria include several key aspects. Communication fundamentals and tools assess the basic skills and methods used in effective communication. Storytelling techniques evaluate the ability to craft and convey engaging narratives. Insights on introversion and extroversion consider understanding and leveraging different personality types in communication. The depth of analysis and critical thinking measures the thoroughness and insightfulness of the evaluation. Writing quality and grammatical precision focus on the clarity, coherence, and correctness of the written work. Data collection involves two main activities. First, essays were collected from both groups of students. Second, similar grading rubrics were applied to assess these essays against the Disciplined Storytelling framework.

4. Results and Analysis

This section evaluates the performance of student groups on assignments within the agricultural domain, analyzing metrics such as critical thinking, depth of analysis, engagement with content, and grammatical precision (Tambun, 2024d). The evaluation uses a normal distribution analysis of overall scores to segment performances into distinct categories. Essays were cross-examined using the Disciplined Storytelling framework's comprehensive content. The evaluation focused on communication fundamentals, storytelling importance, personal insights on introversion, understanding of mental models, and writing proficiency.

4.1. Performance Metrics Overview

Critical thinking and depth of analysis frequently scored at 18, indicating a foundational yet surface-level engagement with the topics. Engagement with content had a mode of 20, reflecting a higher level of interaction with the material, though there is still room for deeper exploration. Grammar consistently scored a mode of 23 across submissions, suggesting grammatical accuracy, potentially aided by proofreading tools.

The observed trends underscore a disparity between grammatical accuracy and the depth of engagement. While submissions are linguistically polished, there is a notable need for enhanced critical analysis and deeper exploration of topics. The modes of critical thinking and depth of analysis suggest a preference for straightforward approaches over in-depth examination.

Criteria	Excellent	Good	Adequate	Needs Improvement
Critical Thinking	**20-25 points** Demonstrates excellent ability to think independently and critically. Generates original insights and considers multiple perspectives.	**15-19 points** Good critical thinking skills. Evaluates assumptions and broader implications. Some original insights.	**10-14 points** Basic questioning of assumptions. Some recognition of implications. Limited original insights.	**0-9 points** Lacks critical thinking. Fails to question assumptions or identify implications. No original insights.
Depth of Analysis	**20-25 points** Thorough and detailed examination of content. Comprehensive breakdown of complex ideas with strong evidence.	**15-19 points** Solid analysis with moderate detail. Reasonable conclusions.	**10-14 points** Basic analysis with limited evidence. Superficial conclusions.	**0-9 points** Analysis is cursory or absent. Lacks detail and evidence.
Engagement with Content	**20-25 points** Deep and active engagement with the material. Thoughtful reflection on implications and awareness of context.	**15-19 points** Clear engagement with content. Some reflection and understanding of main ideas.	**10-14 points** B asic engagement. Some understanding of main ideas but lacks depth.	**0-9 points** Minimal engagement. Poor understanding of main ideas and themes. No reflection.
Grammar	**20-25 points** Writing is clear, concise, well-structured, with no grammatical errors. Excellent command of language.	**15-19 points** Few grammatical errors not detracting from clarity.	**10-14 points** Some grammatical errors may slightly distract but meaning is clear.	**0-9 points** Numerous grammatical errors detracting significantly from clarity and professionalism.

Table 1: Grading Rubric

4.2. Overall Score Results of the Class

Group	Critical Thinking	Depth of Analysis	Engagement with Content	Grammar	Overall Score
19	20	21	22	23	86
1	20	22	23	20	85
15	19	20	21	23	83
16	19	20	21	23	83
7	19	20	21	23	83
14	19	18	20	24	81
11	20	18	19	23	80
12	20	18	19	23	80
6	18	19	20	23	80
10	18	18	20	23	79
18	19	18	20	22	79
5	18	19	20	21	78
9	18	19	20	21	78
3	19	18	20	21	78
17	18	16	19	23	76
20	18	16	19	23	76
4	18	17	19	21	75
8	18	16	19	20	73
2	17	15	18	22	72
13	16	15	16	20	67

Table 2: Overall Score Table

4.3. Critical Findings

Group	Critical Thinking	Depth of Analysis	Engagement with Content	Grammar	Overall Score
13	**16**	**15**	**16**	20	67
17	18	**16**	19	23	76
20	18	**16**	19	23	76
8	18	**16**	19	20	73

Table 3: Groups That Require Attention in Certain Categories

4.4. Performance Segmentation

Segment	Count	Groups	Critical Thinking	Depth of Analysis	Engagement with Content	Grammar	Overall Score
1st 2.5%	1	[13]	16.00	15.00	16.00	20.00	67.00
Next 13.5%	4	[1, 4, 8, 2]	18.25	17.50	19.75	20.75	76.25
First 34%	7	[10, 18, 9, 5, 3, 17, 20]	18.29	17.71	19.71	22.00	77.71
Second 34%	7	[16, 15, 7, 14, 12, 11, 6]	19.14	19.00	20.14	23.14	81.43
Next 13.5%	-	-	-	-	-	-	-
Last 2.5%	1	[19]	20.00	21.00	22.00	23.00	86.00

Table 4: Segmentation Summary Matrix

4.5. Reflections on Notable Essays and What Was Being Cross-Examined with the Disciplined Storytelling Book

In addition to the performance analysis, notable essays from both international and non-international students were highlighted for their outstanding quality (Tambun, 2024e). Among these, a particularly exceptional essay was identified by a non-international student, referred to here as Student 6, whose background in a family that nurtures writing and expression from a young age contributed to their top-scoring essay.

Essays are analyzed for their alignment with foundational communication skills as outlined in the initial sections of the book. Attention is paid to the clarity, coherence, and engagement level in student narratives, alongside their utilization of tools such as Mind Mapping for thought organization or argument presentation. The evaluation focuses on the application of storytelling techniques, drawing upon the mathematical underpinnings of storytelling discussed in the book. The structure of narratives and the integration of personal insights or empirical data within essays are critical metrics. Insights into personal experiences of introversion or extroversion in the essays are examined, especially in the context of communication leadership, mirroring the discussions in chapters dedicated to introversion and extroversion, hence the introvert's odyssey (Tambun, 2024b). The depth of understanding related to authenticity and genuine communication, as well as the exploration of time, effort, and resources necessary for effective communication, is scrutinized, reflecting the thematic focus of these book sections, hence the mental model. The differentiation between Doxa and Episteme, mastery over the art of storytelling and thick description, and the application of academic writing principles are key areas of assessment. This includes evaluating the understanding and execution of literature reviews and ethical considerations in scholarly work (McEnerney, 2014; Tambun, 2023c). Essays are evaluated for their reflection on the applied communication lessons and the synthesis of the communicative journey, as inspired by the final chapters of the book (Tambun, 2024a). This structured approach ensures a holistic assessment of essays, emphasizing not only writing proficiency but also the depth of engagement with and practical application of key concepts, theories, and insights offered by the book.

Essay Title	Student	Score	Comments
What We Think, We Become - Buddha	Student 1	95	Very captivating, showing strong engagement with storytelling techniques and clear communication.
Gentle Pinprick to Our Bubbles	Student 2	95	Touching narrative, effectively integrating personal insights and theoretical knowledge.
Life is Like a Blank Page: A Journey in an Unfinished Book	Student 3	92	Compelling narrative that invites further reading, demonstrating good use of storytelling techniques.
Echoes of Knowledge: "Six English Meetings with Countless Life Lessons	Student 4	92	Purposeful essay, reflecting significant engagement with the course content.
Beyond the Walls of Self-Definition: A Journey of Personal Growth	Student 5	93	Worth keeping for its deep insights and thoughtful reflection on personal growth.
Smooth Seas Don't Make Skillful Sailors: A Journey to Challenge Introverted Nature	Student 6	96	Exceptional narrative quality and depth of analysis, demonstrating significant growth in critical thinking and personal development. Raised in an environment that nurtures writing from a young age.

Figure 3: Essays

These notable essays reflect the diversity and depth of student engagement with the Disciplined Storytelling framework, showcasing the practical application of the concepts taught in the course.

5. Discussion

5.1. Key Findings

This report acknowledges the significant role of preexisting mental models and cultural factors that influence both communication practices and mindset formation. The interdepartmental complex process of intervening in a system that students have been steeped in for over a decade underscores the need for an educational approach that is scaffolded and attuned to cultural sensitivities.

The accompanying visualization (Figure 1) effectively illustrates the dynamic interplay of various contributory factors to the learning process. These include mental models, mindfulness techniques, and the art of pitching—each aligning with prior concerns regarding entrenched mental models and the synaptic processes that shape them (Senge, 2006).

To enrich this understanding, the report integrates Hofstede's cultural dimensions, particularly focusing on their relevance to the Indonesian educational context (Tambun, 2024c; The Culture Factor|Group, 2024). This inclusion highlights the essentiality of recognizing and leveraging cultural and psychological factors in the design and implementation of educational programs, especially within the spheres of communication and agricultural studies.

Therefore, this evaluation extends beyond a mere assessment of student performance; it contextualizes the findings amidst broader educational challenges and objectives. It advocates for pedagogical strategies that honor the diverse cultural backgrounds and learning styles of students, thus creating a compelling argument for thoughtful, inclusive approaches to education in a globalized world.

Reflecting on the outcomes of the student essays, particularly focusing on the two students whose performances were not aligned with expectations despite their backgrounds as international students from more affluent families, prompts a multifaceted analysis. The disparities in performance could stem from various factors beyond just individual capability or motivation.

Cultural influences, personal attitudes towards the subject matter, and cognitive biases such as the Dunning-Kruger effect may all play significant roles:

- Cultural Influences: Cultural background significantly impacts learning styles and attitudes towards education. Students from cultures where rote memorization is emphasized might struggle in environments that require critical thinking and creative expression (Nguyen et al., 2006). For students accustomed to highly structured, lecturer-centric educational systems, the transition to a more interactive, student-centered learning environment, as provided in a communication class, can be challenging.
- Perception of Relevance: Some students, particularly those who have achieved a certain level of academic or personal success, may not immediately see the relevance of a communication class to their future goals. This perception can lead to a lack of engagement and the belief that they have little to learn from the course. Such attitudes are often observed in students who, due to their previous successes, feel they are already proficient communicators and fail to recognize the value of further development in this area.
- Dunning-Kruger Effect: This cognitive bias, where individuals with lower ability at a task overestimate their ability, might be particularly relevant (Kruger & Dunning, 1999). Students may not accurately assess their communication skills and thus may not engage deeply with the course content or the assignments, assuming they already possess sufficient expertise. This overestimation of their own skills prevents them from recognizing the gaps in their knowledge and the opportunities for growth that the class offers.
- Motivation and Engagement: Beyond cognitive biases, the level of intrinsic motivation plays a critical role in student engagement and performance. Students who do not find the course content personally relevant or challenging might not invest the necessary effort to fully engage with the material. Motivation can also be influenced by external factors, including family expectations, peer influence, and future career aspirations.
- Addressing these challenges requires a nuanced approach that considers the diverse backgrounds and perspectives of international students. Understanding that student performance is influenced by a complex interplay of factors, including cultural background, personal attitudes, cognitive biases, and motivational levels, is crucial. A reflective and adaptive teaching approach, responsive to these diverse factors, can enhance learning outcomes and student engagement in a communication class.

5.2. Intervention Framework

Chapter 22 of "Disciplined Storytelling" elaborates on the revised approach that intervenes in the traditional communication training model (Tambun, 2024a). This approach includes:

- Acknowledging and Leveraging Introversion: Instead of pushing introverted students directly into high-pressure communication situations, it builds on their strengths (deep thinking, written expression) and gradually develops their skills in a supportive, structured manner.
- Addressing Cultural and Personality Factors: Incorporating culturally responsive teaching practices that recognize and value the diverse cultural backgrounds of students can help in bridging the gap between different educational traditions and expectations. The inclusion and positioning of mindfulness consider the cultural and psychological barriers these students might face. It offers a bridge between the internal (ideas, self-management) and external (expression, delivery) aspects of communication (Tambun, 2024c).
- Providing a Clear, Structured Path: The pyramid's structure, with clear layers and progression, aligns with the preference for structure and guidance, making the learning process less daunting and more accessible. Demonstrating the practical applications of communication skills in various professional and personal contexts can help students see the value of the course to their future goals. (Tambun, 2024a)
- Feedback Mechanism: Implementing regular self-assessment and feedback mechanisms can help students more accurately evaluate their skills and progress, potentially mitigating the Dunning-Kruger effect. The essays containing feedback suggested strongly that employing varied instructional strategies that increase student engagement, such as group projects, real-world case studies, and guest lectures from professionals, can make the learning experience more relevant and engaging (Tambun, 2024e).

5.3. What to Intervene?

This approach is a thoughtful adaptation to the unique needs of the student population, offering a scaffolded path to effective communication that respects their cultural background, personality traits, and learning preferences.

- Preexisting Mental Models: Focus on system-1 thinking (Deaves, 2012), which is the intuitive, fast, and automatic responses developed through thousands of hours of practice to inspire new ideas and innovative solutions.
- Cultural Influence: For 12 years, most students were raised under exposure to "isin, wedhi, sungkan" (Geertz, 1961), as opposed to skills expected in this century (Westerman & Young, 2020).
- Firing Neuron Exposure: These mental models result from neural connections formed over time through exposure to diverse environments, ideas, and experiences, shaping perspectives and problem-solving approaches (Tambun, 2023b, 2023a).
- Cultural and Environmental Influence: Factors such as cultural background, socioeconomic status, and environmental influences play significant roles in shaping these mental models, impacting creative thinking and decision-making processes (Kahneman, 2011).

- Impact of Nutrition and Well-being: Physical well-being, including access to nutritious food and health resources, can influence cognitive function and mental agility, thereby affecting the quality and diversity of mental models (Sharma et al., 2023).
- Promoting Open-Mindedness: Exposure to diverse perspectives and experiences, such as through travel and cultural exchange, can challenge and broaden mental frameworks, fostering open-mindedness and facilitating the exploration of new ideas and solutions (Gino, 2018).

6. Conclusion

This study aimed to evaluate the impact of the Disciplined Storytelling framework on students' communication skills, particularly within the context of Indonesian cultural sensitivities. The primary research question addressed was: How does the Disciplined Storytelling framework impact the communication skills of students from different cultural backgrounds?

The Disciplined Storytelling framework significantly improved students' ability to articulate complex ideas and engage with the content meaningfully. This was evident in the higher scores for engagement and storytelling techniques among students who followed the framework. Additionally, the framework's integration of cultural factors helped students navigate and overcome cultural barriers to effective communication, particularly benefiting introverted students who traditionally struggle in high-pressure communication situations (Tambun, 2024d). However, despite these improvements in communication skills, there was a notable disparity in the depth of analysis and critical thinking among students, indicating the need for continued emphasis on developing these skills.

7. Recommendations

Educators should incorporate culturally responsive teaching practices that recognize and value the diverse backgrounds of students. Integrating storytelling and mind mapping into the curriculum can enhance students' critical thinking and problem-solving skills. Assignments should emphasize analytical depth by encouraging students to integrate diverse perspectives and engage in critical evaluations. Leveraging technological tools like ChatGPT can aid in grammatical refinement but should complement, not replace, critical engagement with the content. The Disciplined Storytelling framework can also be extended to teach other crucial skills, such as entrepreneurial thinking and critical thinking, as outlined by Westerman and Young's 24 durable skills (Westerman & Young, 2020). By implementing these strategies, educational institutions can foster a generation of students equipped with the communication and analytical skills necessary to succeed in a globalized world.

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