

STORYTELLING FOR LITERATURE STUDENTS: NARRATIVE INNOVATION IN BUSINESS MODEL DESIGN

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Abstract

Storytelling is a strategic tool that conveys meaning in literature and evokes emotional depth, cultural insight, and imaginative expression. In addition, storytelling also drives innovation in various fields such as business and entrepreneurship. However, many students of English literature are unaware that their strengths in narrative thinking can be developed into valuable entrepreneurial skills. This study addresses that gap by designing a storytelling-based Business Model Canvas (BMC) as a learning tool for the Literature and Entrepreneurship course. This study uses Fisher's Narrative Paradigm Theory, which explains Human beings as natural storytellers. Besides, it is supported by Osterwalder's BMC framework. Using a Research and Development (R&D) method adapted from Branch ADDIE, the research produced digital instructional media in the form of videos and an application designed through Canvanizer, Google Sites, and Kodular. These platforms were used to embed narrative thinking into each component of the BMC. The content expert and IT validate the Product. It was tested in a small and a large group trial. Findings show that integrating storytelling into the business modelling process significantly strengthens students' ability to construct and communicate ideas, especially aligning their creativity with practical entrepreneurial thinking. The final product was found to be pedagogically feasible and relevant, contributing to the development of literature students as creative digitalpreneurs. It concludes that narrative approaches can be effectively adapted to entrepreneurship education in the humanities. Therefore, further research suggested exploring cross-disciplinary applications of the model for the long-term impact.

Keywords: *Storytelling, Narrative, Digital Literature, Literary Entrepreneurship*

INTRODUCTION

Students of literature have historically demonstrated relatively low engagement with the business sector, despite the growing opportunities offered by the digital creative economy. As

noted by Zhang, Luo, and Chen (2024), literature students often perceive their competencies as primarily academic or confined to literary analysis, leading to limited participation in entrepreneurial activities. Velazquez-Rodas and Enciso (2023) further state, Nonbusiness students, particularly those from humanities backgrounds, tend to have less exposure and motivation toward entrepreneurship unless innovative pedagogical approaches such as storytelling are introduced." Similarly, Nasir (2024) found that while digital entrepreneurship offers vast opportunities, students of English literature rarely recognize the entrepreneurial potential of their narrative and creative skills. These studies underscore the need for targeted interventions to bridge the gap between literary education and business engagement. Nevertheless, recent research demonstrates that when non-business students are exposed to creative methods like storytelling, their motivation and engagement in entrepreneurship learning increase significantly (Nasir, 2024; Velazquez-Rodas & Enciso, 2023). Thus, storytelling can serve as a vital bridge that connects literary talents to entrepreneurial practices, empowering literature students to realize and harness their business potential through compelling narratives.

Storytelling is an activity that is useful in learning (Safitri et al., 2023). Storytelling, a vital cultural practice across time, conveys complex narratives through imaginative and emotional expression (Asiyah et al., 2025). It involves relating events with mental imagery, structured plots, and multimodal communication, such as gestures and vocal dynamics, to deeply engage audiences (Maddumage, 2022);(Kumudini & Maddumage, 2023). From oral traditions evolving into written and digital formats, storytelling's transformation is accelerated by technology, enabling multi-platform sharing across social media and digital platforms (Hausknecht & Kaufman, 2019)(Shishko, 2022)(Osman, 2020). Its power to captivate emotionally and intellectually makes it indispensable in today's creative and digital economy, with innovations like AI-driven storytelling expanding marketing engagement possibilities (McKee & Gerace, 2018) (Nath, 2024) (Nikulina et al., 2024) (Weinpress, 2024)

The digital economy and creative industries increasingly demand narrative communication skills to build emotional connections and trust between brands and audiences. Storytelling functions strategically to differentiate brands and foster customer engagement on digital channels such as crowdfunding and social media (Srivastava et al., 2023) (Burnell et al., 2023) (Manning & Bejarano, 2016). Nonetheless, the entrepreneurship curriculum often neglects narrative enrichment, focusing mainly on technical business elements (Chapple et al., 2021) (Stamat & Merzlikina, 2025). Integrating narrative theory with frameworks like the Business Model Canvas (BMC) is therefore pivotal to help literature students develop meaningful, communicative, and competitive business models aligned with contemporary market demands.

Empirical studies highlight the narrative's role beyond communication as a core business strategy that fosters competitiveness and value creation. Storytelling facilitates audience engagement, strategic partnerships, and competitive advantages (Srivastava et al., 2023) (Burnell et al., 2023). It also enhances student creativity, participation, and motivation in entrepreneurship learning (Nasir, 2024; Velazquez-Rodas & Enciso, 2023). Furthermore, successful crowdfunding campaigns depend heavily on coherent, trust-building narratives,

often in the form of ongoing progress stories (Manning & Bejarano, 2016). Digital literature research and educational reviews further affirm storytelling's potential to link traditional narratives with interactive digital experiences, improving literacy and learner engagement, laying a strong foundation for its integration with entrepreneurship education (Ugap et al., 2025; Zhang et al., 2024).

This paper proposes a storytelling-based entrepreneurship learning model using the Business Model Canvas tailored for literature students, where narrative skills enrich business design with creativity, communication, and emotional appeal. Storytelling is not merely a stylistic approach but a strategic approach to create value, build trust, and strengthen business identities (Burnell et al., 2023; Srivastava et al., 2023). Digital learning media support students in framing BMC elements narratively, bridging the gap between literary scholarship and entrepreneurial practice within the digital economy. (Brattström & Wennberg, 2021; Nasir, 2024; Velazquez-Rodas & Enciso, 2023; Zhang et al., 2024). The novelty of this research lies in its integration of storytelling with the Business Model Canvas, designed explicitly for literature students. This combination has not been widely explored in previous studies. This study offers a unique pathway for leveraging literary skills in entrepreneurial contexts, fostering a new generation of creative digitalpreneurs. Ultimately, this model fosters critical, communicative, and competitive graduates ready for creative digital entrepreneurship, where creativity, culture, and technology converge (Hossain, 2025; Paulsen, 2021).

Narrative Paradigm Theory

The Narrative Paradigm Theory, developed by Walter R. Fisher, serves as a critique of traditional communication approaches that emphasize formal logic and rational argumentation. According to Fisher (1984), humans are naturally narrative creatures (*homo narrans*) who understand reality through stories, not just through logic. In this paradigm, narratives are not judged by formal logic alone, but rather by narrative coherence and fidelity to the audience's experience or values. Therefore, makes narrative the primary way humans make sense of the world and make decisions.

In the context of the business world and the digital era, the concept of the narrative paradigm is very relevant because storytelling is a strategic tool for building customer engagement, brand identity, and product differentiation in a competitive market. Srivastava, Oberoi, and Gupta (2023) assert that strong narratives are able to convey value and build audience trust more effectively than the usual informative approach. In this study, the narrative paradigm is applied to integrate literature students' storytelling skills into business model design using the Business Model Canvas (BMC). By assessing and building narrative unity between BMC elements, students can create a business model that is both logical and emotionally meaningful.

Narrative skills enable literature students to bring the Business Model Canvas to life, making its abstract or technical components more accessible and engaging. Through narrative, aspects such as key resources and key activities can be explained with convincing stories of uniqueness and innovation. The narrative paradigm provides a strong theoretical foundation for the storytelling-based entrepreneurship learning approach, placing stories not only as a means of communication but as a way for humans to understand and construct meaning. Thus,

literature students not only acquire technical business skills, but also the capacity to build business values and identity through narrative, which is important in shaping the profile of creative digitalpreneurs based on local culture and values (Burnell et al., 2023; Manning & Bejarano, 2016; Osterwalder & Pigneur, 2010).

Business Model Canvas

The Business Model Canvas (BMC), created by Osterwalder and Pigneur (2010), is a strategic visual tool designed to help businesses map and design their models in an integrated way. It simplifies complex business planning by breaking it down into nine key elements: Customer Segments, Value Propositions, Channels, Customer Relationships, Revenue Streams, Key Resources, Key Activities, Key Partnerships, and Cost Structure. This framework is especially valuable in entrepreneurship education outside traditional economic fields, such as literature, because it offers an accessible and practical approach to understanding how businesses create, deliver, and capture value (T. Clark et al., 2012).

At the core of BMC lies the Value Proposition, which defines why customers choose a product or service (Teece, 2018). Literature students can leverage their narrative skills to craft personalized and emotionally resonant value propositions that enhance customer engagement (Srivastava et al., 2023). Equally important are the Customer Segments and Customer Relationships elements, as they ensure the narrative is targeted and builds lasting connections with the audience. In today's digital creative economy, storytelling that conveys inspiring and emotional product value is proven more effective in capturing customer attention and loyalty (Fog et al., 2010; Manning & Bejarano, 2016).

While BMC's nine elements are interrelated and designed to be developed in harmony, the framework is dynamic and adaptable for a narrative approach that combines language, culture, and identity in business model design (Zhang et al., 2024). However, despite its flexibility and relevance, the integration of storytelling and BMC within literature education remains underexplored. There is significant potential in using creative narratives to cultivate entrepreneurs who build culturally rich and linguistically creative business ventures, fostering new opportunities in the digital and cultural economy.

METHOD

Research Design

This research employs a descriptive qualitative approach to describe the process of developing a storytelling-based entrepreneurship learning model for literature students through integration with the Business Model Canvas (BMC). This approach was chosen because it is under the research objectives that emphasize an in-depth understanding of students' creative and constructive processes in developing narrative-based business elements (Borg & Gall, 1983; Sugiyono, 2010). The research procedure consists of five main stages, namely analyzing the needs and context of literature students towards entrepreneurship, designing and developing digital learning media that combines storytelling and BMC, implementing the media in small and large groups, evaluating learning outcomes based on narrative responses, BMC structure, and impact on understanding business concepts, following

the research and Development (R&D) framework Analisis, Design, Development, Implementation and Evaluation (ADDIE) developed by Branch (2009).

Data and Instrument

The qualitative and quantitative data were collected from the observation, questionnaire, and interviews with the lecturer, expert, and students, who served as respondents. The data in this research from respondents in this study consisted of two groups of English Literature Study Program students. The first group is a small group (15 people), which is involved in the initial stage of developing narrative-based media. In comparison, the second group is a large group (40 people), which plays a role in testing the model more broadly. Respondents were purposively selected because they had a literary background and had taken Literary entrepreneurship courses.

The instruments in this study were questionnaires, and respondents' work in the form of a digitally developed Business Model Canvas design to measure whether or not the business model designed in digital platforms (Google Sites and Canvanizer) is feasible and beneficial for the English Literature Program. The model has been adapted to support the integration of storytelling into the BMC elements (Adzkiya & Suryaman, 2021). It is also designed to give students narrative freedom to convey their business ideas in a personalized and creative way.

Data Analysis

Data were analyzed descriptively and qualitatively through three stages: data reduction, data presentation, and conclusion drawing (Miles & Huberman, 1994). The data analyzed included respondents' narratives, the results of the Business Model Canvas (BMC) design, and their responses to the use of the product. The evaluation criteria referred to Fisher's (1984) narrative aspects, namely the coherence and fidelity of the story, as well as the integration with the BMC structure according to Osterwalder (2010). The validity of the findings was strengthened by comparing data from observation, documentation, and participants' reflections. In addition, the feasibility of the model was also analyzed using descriptive statistics on Likert scale data from respondents to describe the level of approval and acceptance of the developed learning media.

RESULTS AND DISCUSSION

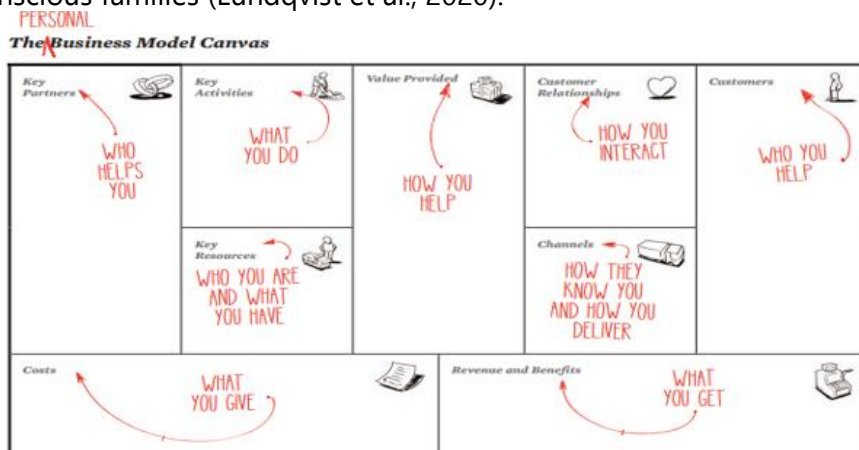
The use of storytelling in literature and entrepreneurship learning based on Business Model Canvas (BMC) significantly enriches literature students' understanding and skills in designing business models that are not only structural but also coherent and meaningful, based on the Narrative Paradigm Theory (Fisher, 1984). Narratives developed in elements such as value proposition, customer relationships, and channels serve to articulate the value and emotional appeal of the business in a personalized manner (Osterwalder & Pigneur, 2010; Srivastava et al., 2023). In addition, students experience a transformation in understanding the relationship between literature and business, where the literary ability to write and build stories becomes a strategic tool for branding, pitching, and forming market engagement, which

makes literary literacy a digital entrepreneurial competency in the creative economy era (Manning & Bejarano, 2016; Zhang et al., 2024).

Integration of Narrative Theory in BMC Structure

The integration of Narrative Paradigm Theory into the Business Model Canvas (BMC) structure brings a new perspective to entrepreneurship learning for literature students. Through this approach, BMC is no longer just a visual tool in designing business models, but also a narrative structure that allows students to convey business ideas and values communicatively through stories. The principles of coherence (narrative coherence) and fidelity (narrative fidelity), according to Fisher (1984), are key in assessing the strength of the narrative built, where students succeed in designing value propositions and customer relationships that are logical as well as emotional and persuasive.

Storytelling acts as a strategy that connects various business elements in a strong narrative, facilitating understanding and development of the product or service as a whole (Denning, 2018). Students utilize the ability to narrate experience, imagination, and social context as the basis for organizing business elements, such as linking key activities with value propositions and explaining customer segments through persona stories. For example, in the Customer Segments element, storytelling helps group customers in a humanized and contextualized way, such as a healthy food SME that tells the story of a mother wanting to provide nutritious food for her child, so that the customer segment becomes clear and focused on health-conscious families (Lundqvist et al., 2020).



Gambar 1. Business Model Canvas (T. Clark et al., 2012, p. 55)

Furthermore, in Value Propositions, storytelling serves to package the value offered by a product or service to make it feel more alive and meaningful. Through narrative, the product is not just a feature or benefit, but a solution that evokes emotions and creates a personal connection with consumers. For example, a hand-written batik craft business can tell the story of the manufacturing process that has been passed down for generations, emphasizing authenticity and cultural values, so that consumers not only buy products but also preserve cultural heritage (Zhang et al., 2024).

In the Customer Relationships element, stories become a medium to build closeness and loyalty. Businesses that can build touching and authentic narratives in interacting with

customers will create emotional connections that strengthen customer attachment. As an illustration, a food delivery app can tell the story of a dedicated driver, which makes customers feel valued and personally connected (Singh et al., 2021).

Revenue streams also benefit from storytelling through more creative and engaging offering approaches. Narratives can strengthen monetization propositions by explaining the added value customers get, such as subscription packages packaged in exclusive stories or premium service privileges linked to unique experiences (Flaherty, 2018). For example, an online education platform uses user success stories to motivate potential subscribers.

Storytelling influences Key Resources by clarifying important assets that support business success through narratives that describe the strengths and roles of these resources. In practice, for example, technology startups in Indonesia highlight the developer team as 'innovation heroes' who create creative solutions, making human resources an attractive strategic asset for investors and customers (Garvin & Levesque, 2018).

In Key Activities, storytelling helps describe the key processes at the core of the business in the form of a clear and easy-to-understand story. For example, a fashion business illustrates the journey of making clothes from design inspiration to finished product, so that consumers understand the value of the effort and creativity involved (Brown & Wyatt, 2017).

Finally, in Key Partnerships, narratives can strengthen collaboration by highlighting shared goals and the spirit of working together in inspiring stories. A clear example is the partnership between MSMEs and local communities, which is portrayed as a close bond where both sides support each other for mutual growth and cultural preservation (Morris et al., 2021).

Development and Feasibility of a Storytelling-Based Business Model

The development of an integrated storytelling and Business Model Canvas (BMC) media is carried out using the systematic and structured ADDIE model, which includes the stages of needs analysis, design, development, implementation, and ongoing evaluation (Branch, 2009). This model facilitates the creation of effective teaching materials that enrich literature students' learning experiences through a personalized and adaptive approach. The following are the stages of its implementation:

1. Analysis

At the Analysis stage, the identification of needs and product feasibility analysis are conducted by observing the learning environment and conducting in-depth interviews with literature lecturers and students who will utilize this media. This step aims to comprehensively explore specific learning needs related to storytelling-based entrepreneurship development and the use of the Business Model Canvas as a visual aid. The results of this analysis serve as the foundation for designing targeted, effective, and contextually relevant learning materials that incorporate AI usage and digital storytelling in the business creative process. The observation and interviews also ensure that the product design not only meets academic requirements but also considers user technical readiness and accessibility (Branch, 2009).

2. Design

The Design phase involves the systematic conceptualization of material and learning content, during which intensive brainstorming is conducted to integrate storytelling elements

into every component of the Business Model Canvas. At this stage, narrative strategies are developed to enable students to connect creative story aspects with business elements such as customer segments, value propositions, and distribution channels more vividly and contextually. The design process also includes selecting appropriate methods and media to deliver the materials, along with the creation of narrative prompts to guide students in constructing storytelling-based business models. This approach aims to ensure that the materials are not only informative but also engaging and facilitate understanding of entrepreneurial concepts through storytelling (Reiser & Dempsey, 2017).

3. Development

The development process includes creating narrative content and videos that reflect the learning material. Videos are produced using software such as OBS and Camtasia for recording and editing purposes.



Figure 2. Video Recording and Editing Process of Learning Materials

Subsequently, the video content is integrated into a Kodular-based application to enable digital access via smartphones. This product was also trialed as a prototype to gather initial feedback for further refinement. The application development aims to establish the media as an interactive and dynamic digital narrative space, supporting students in composing and presenting storytelling-based business models.

During the Development stage, the validated design is realized by producing narratives and videos using software such as OBS or Camtasia, which are integrated into an application accessible via Kodular (R. C. Clark & Mayer, 2016). At this stage, the digital learning media product is developed by actualizing the previously created and expert-validated design. Based on expert feedback, the researcher revises the product, focusing on two main aspects: audio and video features, enhancing visual appeal and making the explanation of the Business Model Canvas (BMC) material more comprehensible. Among the improvements made during the revision stage are the addition of texts and diagrams within the videos.



Figure 3. Revision of Learning Materials after Evaluation by the IT Expert Team



Based on expert assessments, the aspects of effectiveness and efficiency received an average score of 4.5; reliability, maintainability, and usability each obtained the maximum score of 5; and compatibility across various platforms scored 4, resulting in an overall average score of 4.7. Referring to feasibility categories according to Sugiyono (2010), with an average achievement rate of 94%, this medium is classified as Highly Feasible for use. This result indicates that the media, which integrates storytelling with the Business Model Canvas, is not only theoretically sound but also technically feasible and implementable to support the learning process effectively. Field trials demonstrated enthusiastic and creative responses from students in using the media, reinforcing that this approach is practical and effective in equipping literature students to become innovative digital entrepreneurs (Markman et al., 2005; Velazquez-Rodas & Enciso, 2023).

Table 1. IT Expert Team Evaluation Results on Storytelling-Based Business Model Canvas

No	Evaluation Aspect	Average Score	Achievement Rate (%)	Feasibility Category
1	Effectiveness and Efficiency	4.5	90%	Highly Feasible
2	Reliability	5	100%	Highly Feasible
3	Maintainability	5	100%	Highly Feasible
4	Usability	5	100%	Highly Feasible
5	Compatibility	4	80%	Highly Feasible
	Overall Average	4.7	94%	Highly Feasible

Based on expert judgment, the product is considered highly feasible for use. However, there are suggestions to improve the application by reducing its size for faster access and enhancing the logo design to make it more visually appealing.

Table 2. Revisions Based on Expert Judgment: Logo and Application

No	Revised Point	Before	After
1	Application Logo		
2	Application Size	20 Mb	4,3 Mb

4. Implementation

The Implementation stage involved deploying the developed digital learning media products to the target users, namely lecturers and students, with the aim of gathering valuable feedback for product improvement (Mangaroska & Giannakos, 2019). At this stage, a small group trial was conducted as an initial prototype test. Participating students were asked to complete a questionnaire via Google Forms to provide responses, evaluations, and user experiences regarding the Kodular-based application. The questionnaire covered four aspects: content, visual communication, accessibility, and benefits. From this trial with 15 respondents, an average score of 4.3 was obtained, with an average percentage of 86% across all aspects.

Following the small-scale trial, a large group trial was conducted to obtain a comprehensive picture of the media's effectiveness. Overall, the assessment results from forty students in the large group trial showed improvement compared to the small group trial results. Specifically, the content aspect received an average score of 4.62, while visual communication and accessibility scored averages of 4.65 and 4.7, respectively. The benefit aspect garnered the highest average score among all aspects, at 4.8. The cumulative average score from the four aspects was 4.69.

Table 4.9. Product Feasibility Categories Based on Large Group Trial Assessments

No	Aspect	Achievement Score	Percentage	Feasibility Category
1	Content	4,62	92,4%	Highly Feasible
2	Visual Communication	4,65	93%	Highly Feasible
3	Accessibility	4,7	94%	Highly Feasible
4	Benefits	4,8	96%	Highly Feasible
Overall Average		4,69	93,85%	Highly Feasible

After tested on small group trials, the learning media were subsequently tested on a larger scale, involving numerous students from diverse backgrounds. This large-group trial served as an external validation to assess the reliability, stability, and appeal of the media in authentic learning contexts. The results demonstrated a significant improvement in students' understanding of digital business material, accompanied by positive feedback and high

enthusiasm for using storytelling-based media in the learning process, with a satisfaction rate of 93.85%. This approach not only enhanced students' cognitive understanding but also boosted their learning motivation, demonstrating that the developed learning media can be effectively implemented on a broad scale and contribute to fostering adaptive and creative graduate profiles in the digital era. (Markman et al., 2005; Velazquez-Rodas & Enciso, 2023).

5. Evaluation

The Evaluation phase is a systematic process to assess the effectiveness and quality of the implemented digital learning media. The primary focus is to determine whether the product meets learning objectives, is user-friendly, and provides tangible benefits for understanding the Business Model Canvas concept through storytelling. Evaluation results are used to identify product strengths and areas needing improvement in content, visual presentation, and technical functionality. Since the product was declared highly feasible in the large group trial phase, no further revisions were deemed necessary.

CONCLUSION

Storytelling, as a narrative method, effectively brings to life each element of the Business Model Canvas (BMC) through easily understandable and relevant stories, thereby enhancing comprehensive understanding and communication of business components. This model bridges the literary world with digital entrepreneurial practice, providing students with an effective tool to build a creative and adaptive entrepreneurial mindset attuned to digital market dynamics. The development of interactive digital learning media, including instructional videos and applications based on Canvanizer, Google Sites, and Kodular, enriches the integration of storytelling into key business elements such as key resources, core activities, and partnerships. This model has been validated by experts and tested across various groups, resulting in a positive impact on students' ability to initiate and manage digital ventures, while strengthening graduate profiles as creative digitalpreneurs in the humanities.

This research also brings practical benefits, namely improving students' digital literacy and ability to adapt to new technologies. These benefits are in line with the creative economy. Students can develop these abilities toward content creators and digital entrepreneurs. They can start on business and creative projects. The transferable skills that students learn, like how to communicate well, solve problems creatively, and work with people from different fields, not only make them more employable but also get them ready to work in a variety of settings. This model's adaptability allows it to be used in a variety of academic fields, promoting cross-disciplinary learning and greater collaboration in entrepreneurial education.

Moreover, strengthening storytelling in learning also promotes the development of a growth mindset that views failure as a learning opportunity and innovation. This positive mindset fosters collaboration among stakeholders and ensures business sustainability through continuous innovation. The study recommends expanding the exploration of the effectiveness of storytelling-based BMC across various disciplines, as well as conducting long-term studies to measure its impact on entrepreneurial outcomes over time. Thus, storytelling is not merely a tool for transforming learning but becomes a fundamental foundation in developing adaptive and effective entrepreneurial learning methods.

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