

# Development of Interactive Learning Media Based on Articulate Storyline 3 Theme 5 My Heroes on Student Learning Interest Grade IV Elementary School

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**Abstract.** This study aims to develop media based on Articulate Storyline 3 on Theme 5 My Heroes, determine the feasibility and interest of grade IV students at SD Negeri 115486 Ujung Padang. This research is a type of development research (Research and Development) using the ADDIE development model which includes five stages, namely: Analysis, Design, Development, Implementation, and Evaluation. The subjects in this study were media design expert validators, material experts, learning experts (teachers) and grade IV elementary school students. The instrument used to collect data is a questionnaire. The data analysis technique used in this research is descriptive qualitative and descriptive quantitative. Based on data analysis obtained through the validity test of material experts, media design experts, teacher responses, and student responses. The results of validation by material experts are 72% including the valid / good category. The results of validation by media design experts are 66% including the valid / good category. The validation results of the fourth grade teacher's response were 72.5% including a very valid / good category, while for student responses, 85% included a very valid / good category. Based on the percentage results from material experts, media design experts, teacher responses and student responses, then calculated the average results obtained 86.2% including in the category very good / very feasible to use in the learning process. Based on the feasibility of media from the input of material experts, namely lecturers, media experts, namely lecturers and learning experts, namely the response of grade IV teachers, as well as student responses to learning media. From the data from the validation results, the development of Articulate Storyline media material on the Struggle of Heroes developed by researchers is declared very feasible to use as teaching materials in the learning process.

**Keywords:** Learning Media, Articulate Storyline 3, Learning Interest

## I. INTRODUCTION

Thematic learning is learning that combines various subjects with the students' everyday environment as a source of learning. In its application, Ponza et al., (2018: 10) revealed that there are some Thematic learning in Elementary Schools that are abstract in nature, so that sometimes students are confused to understand them. Thematic concepts are always related to the everyday environment. Therefore, there are many phenomena that can be used as a source of Thematic learning in the environment. Because the thematic learning combines various subjects, teachers need learning tools or media that can facilitate the learning process and can increase student interest. As said by Hamalik (Arsyad, 2015) the use of media in the teaching and learning process is very much needed because it can increase the creativity of teachers in making media, the availability of learning media, generates students' understanding, desire and interest in learning, generates motivation and stimulates student learning activities.

As we know, Theme 5 My Hero has almost the same material as Social Studies, which contains 80% of heroic stories and history. Boring conditions will occur in students and will lose enthusiasm in participating in learning if the delivery of this material does not try new things or ways that are not creative and innovate or change. The change is that the use of media in the teaching and learning process can increase a new enthusiasm for students and can make it easier for teachers to deliver Thematic learning material.

Therefore researchers use Articulate Storyline media as a learning resource that can help teachers convey material and assist students in receiving the material conveyed by the teacher properly. Articulate

Storyline is software launched in 2014 by Global Incorporation which is used to create interactive learning media, this software has the ability to combine slides, flash (swf), videos, and animated characters into one. This software is available in .exe format so it can be used directly on a PC/laptop and does not reinstall. This software can be run on Windows 7, 8 and 10. Departing from the description above, the researcher is interested in conducting research on "Articulate Storyline 3 Based Media Development on Theme 5 My Hero Against Learning Interests of Class IV Students at SD Negeri 115486 Ujung Padang"

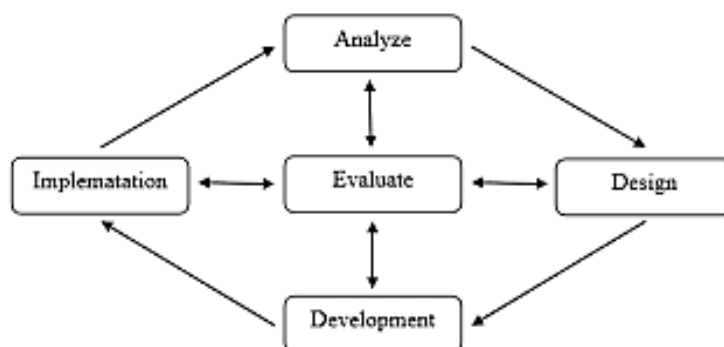
## II. RESEARCH METHODS

Articulate Storyline learning media research uses Research and Development (R&D) research with the ADDIE development model. The development research method (R&D) according to Hamzah (2019) is a research that is used to produce a product and is tested for the results of its use. The ultimate goal of development research (R&D) methods in the field of education is to produce a new product or improve an existing product to improve the quality of education and it is hoped that the educational process will become more effective and meet the needs in the field.

In developing the *Articulate Storyline media*, researchers will use the research and development (R&D) model with the ADDIE model. Dick et al. (2005) developed a development model, namely the ADDIE model, this model consists of five stages of development. The model involves the stages of model development with five development steps/phases including: *Analysis, Design, Development or Production, Implementation or Delivery and Evaluations*

### Development Procedure

The ADDIE development procedure includes 5 stages, namely: *Analyze, Design (Development), Develop (Development), Implement (Implementation), Evaluate (Evaluation)*. The development process with the ADDIE model can be seen in the chart below.



Picture. 1 Research Methods Based on the ADDIE Framework.

1. Analysis Stage
2. Design Stage
3. Development Stage
4. Implementation Stage
5. Evaluation Stage

### Instruments and Data Collection Techniques

Instrument in study development media learning *Articulate Storyline* This form observation, interviews, questionnaires, and documentation. The instrument is used for data collection which is then used

for data analysis and product validation Which will be developed.

Questionnaire in study This used for obtain data the validity of the product from the validator and also knowing the participants' responses educate against the media learning Which developed. The questionnaire used in this study are:

### 1. Material Expert Review Validation Questionnaire Instrument

**Table. 1** Instrument Grille Validation Questionnaire for Expert Review Material

No	that aspected	Indicator	No. grain Evaluation	Amount Items
1	Presentation Material	Compatibility of the material with Competence Base And Indicator	1	1
		Compatibility between materials with objective learning	2	1
2	Material Accuracy	Truth content/material in accordance with curriculum	3	1
		Completeness material	4	1
3	up to date Material	Ease of understanding the content of the material	5,6	2
		Material chaos in learning		
4	Appearance And Language	Appearance picture on media in accordance with material	7	1
		suitability sentence Whichthere is on media clear as well as easy to understand	8	1
5	Compatibility with Student Development	The suitability of the material with the media in accordance with aspects of the development of students	9,10	2
<b>Amount grain Evaluation</b>				<b>10</b>

Source: BSNP (Purwono, 2008)

### 2. Media Expert Review Validation Questionnaire Instrument

**Table 2.** Instrument Grid Validation Questionnaire for Media Tool Articulate Storyline Expert 3 .

No	that aspected	Indicator	No. grain Evaluation	Amount Items
1	Device Soft	Maintable (can be maintained/managed easily)	1	1
		Usable (easy to use and simple to operate)	2	1
		Compatible (learning multimedia can be installed or run on various existing hardware and software)	3	1
		Operational multimedia learning	4	1
		Reusable (part or all of other learning multimedia programs)	5	1
3	Visual Communication	Communicative, in accordance with the message and acceptable to the target's wishes	6	1

		Animations and images in media	7	1
		Audio (narration, sound effects, backsound, music)	8	1
	<b>Amount grain Evaluation</b>			<b>9</b>

### 3. Teacher Response Validation Questionnaire Instrument

**Table. 3** Instrument Grilles Validation Questionnaire for Teacher Response

No	that aspected	Indicator	No. grain Evaluation	Amount Items
1	Appearance Design Media	attractiveness media	1	1
		Image conformity And color on media	2	1
		Use sound on medium	3	1
2	Language	Language Which used on media	4	1
3	deep medium Learning	Media Which developed can grow participant interest educate in learning	5,6	2
		Image association with material	7,8	2
<b>Amount grain Evaluation</b>				<b>8</b>

Source: BSNP (Purwono, 2008)

### 4. Study Interest Questionnaire Instrument

**Table. 4** Instrument Grilles Study Interest Questionnaire

No	that aspected	Indicator	No. grain Evaluation	Amount Items
1	Happiness	Discipline	1	1
		Pay attention to lessons	2	1
		Repeating lessons	3	1
2	Interest	Enthusiasm in learning	4,5	2
3	Curiosity	Active In Class	6,7,8 _	3
4	Attention	Prepare everything related to learning activities	9,10	2
<b>Amount grain Evaluation</b>				<b>10</b>

## III. RESULTS AND DISCUSSION

This research and development aims to produce interactive learning media based on *Articulate Storyline 3* with the material *Struggle of the Heroes*, to find out the feasibility of interactive learning media based on *Articulate Storyline 3*, and to find out students' responses or interest in this media in class IV SD. Learning media developed, declared feasible to use based on validation by material expert reviews, media expert review validation, teacher responses and responses from students in grade IV SD.

This development research refers to the ADDIE model which includes 5 stages, namely: *Analyze*, *Design*, *Develop*, *Implement*, *Evaluate*. Following is an explanation of each stage carried out in this research and development:

1. Analysis (Analyze)
2. Design (Design)
3. Development (Develop)
4. Implementation
5. Evaluation

As for the contents made in the media, there is a menu of button instructions, learning materials, competency standards, developer profiles and evaluation questions. The menus contained in the media can be seen as follows.



Figure 1 Display of the Media Menu

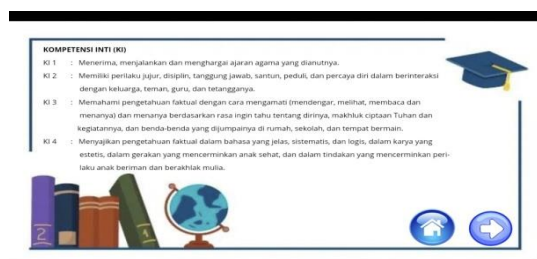


Before Revision



After Revision

Figure 2 Display of Basic Competency

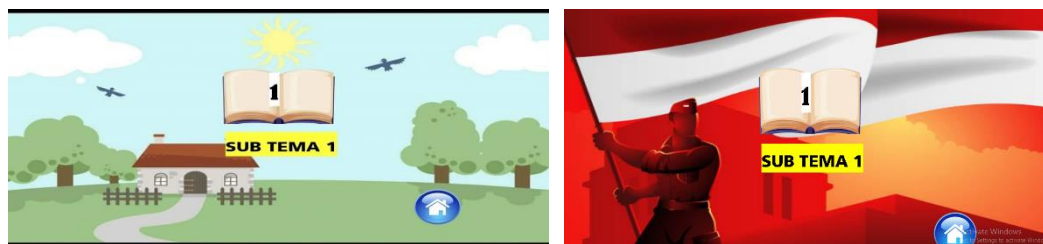


Before Revision



After Revision

Figure 3 Display of Core Competency



Before Revision

After Revision

**Figure 4.** Sub-theme display



**Figure 5** Display of Learning Materials



**Figure 6** Evaluation Display

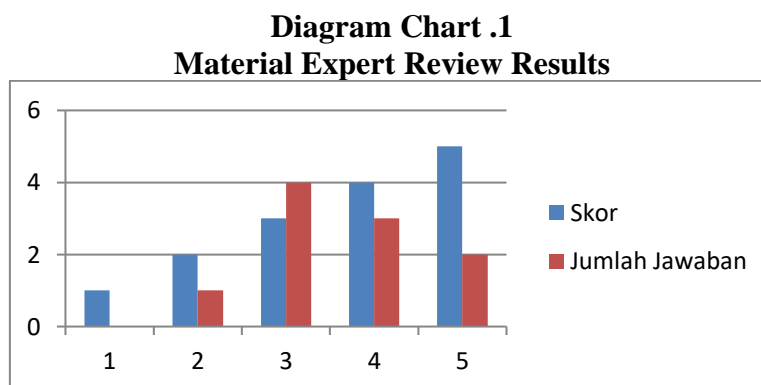


**Figure 7** Display of Development Profile

## Research result

### 1. Material Expert Review Questionnaire Results

review validation is done by filling out an assessment questionnaire sheet. The material expert validator in this study was a Lecturer at the Muslim University, namely Ms. Dinda Yarshal, S.Pd.I., M.Pd. This material expert review questionnaire sheet has 10 statements according to the instrument grid. The validation results can be seen in chart 4.1 below:



$$\frac{36}{50} \times 100\% = 72\%$$

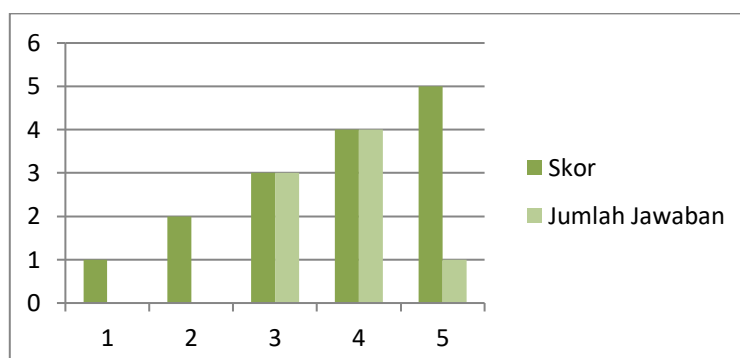
Description: 36 = Number of answers from all options  
50 = Total Maximum Score  
100% = Fixed Number  
72% = Percentage or result

### 2. Media Expert Review Questionnaire Results

review validation stage was carried out with the aim of testing learning media on the aspects of software and visual communication. Validation is carried out by providing an assessment of media development, namely by filling out an assessment questionnaire sheet for media development, namely by filling out an assessment sheet. The validator who became a media expert was 1 Lecturer, Deputy Dean of Informatics Engineering from Alwashliyah Labuhan Batu University, namely Mr. Kusmanto, SE, M.Kom.

This material expert review questionnaire sheet has 9 statements according to the instrument grid. The validation results can be seen in the chart diagram 4.2 below :

**Chart Diagrams 2**  
**Media Expert Review Results**



$$\frac{30}{45} \times 100\% = 66\%$$

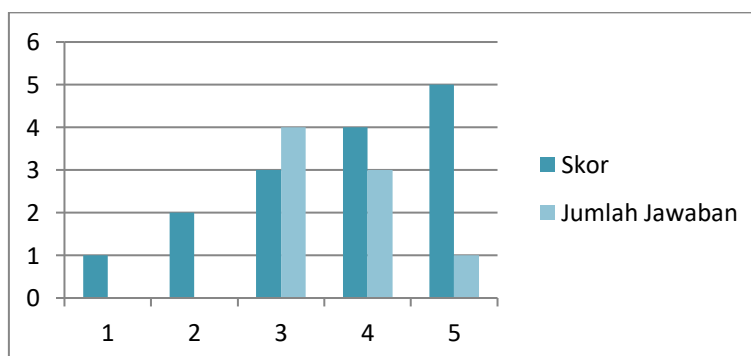
Description: 30 = Number of answers from all options  
45 = Total Maximum Score  
100% = Fixed Number  
66% = Percentage or result

### 3. Teacher Response Questionnaire Results

Teacher response obtained with the aim of testing learning media on aspects of the appearance of media design, language, and media in learning. Validation is carried out by providing an assessment of media development by filling out an assessment questionnaire. The validator who became the assessor was 1 teacher at SD Negeri 115486 Ujung Padang, namely Mrs. Siti Mariam, S.Pd

teacher response questionnaire sheet has 8 statements. The results of these responses can be seen in the diagram chart 4.3 below:

**Chart Diagram 3**  
**Teacher Response Results**



$$\frac{29}{40} \times 100\% = 72,5\%$$

Description: 29 = Number of answers from all options  
40 = Total Maximum Score  
100% = Fixed Number



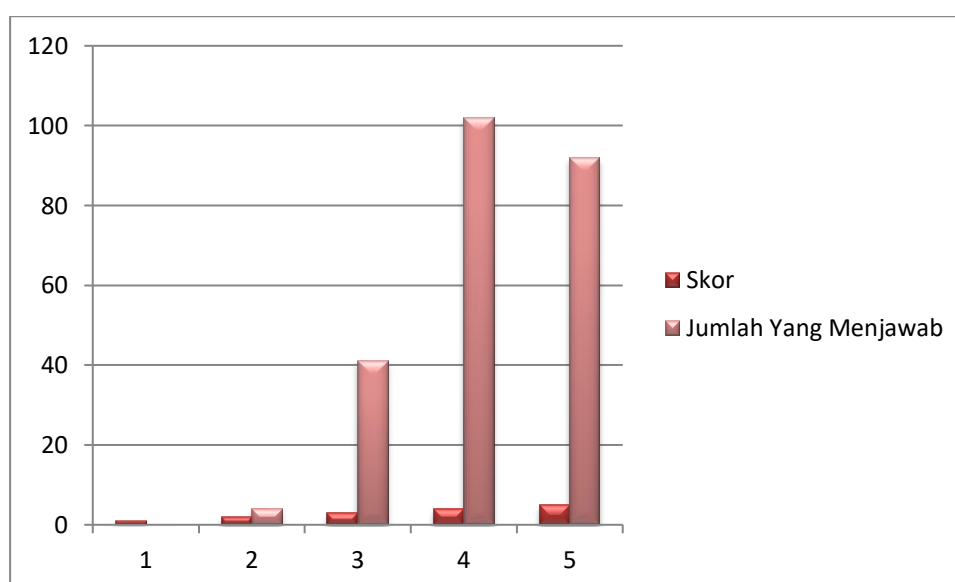
72.5% = Percentage or result

#### 4. Student Response Questionnaire Results

This stage is carried out with the aim of knowing students' interest in learning media on indicators of pleasure, interest, curiosity, and attention. The distribution of the questionnaire was carried out by providing a number of statements from indicators of interest in learning, namely by filling out student response questionnaires. Those who filled out the questionnaire were fourth grade students at SD Negeri 115486 Ujung Padang with a total of 25 students who were the subjects of the study.

This student response questionnaire sheet has 10 statements. The results of the student responses can be seen in the chart diagram 4.4 below :

**Chart Diagram 4**  
**Student Response Results**



#### Discussion

The results of this development show that the use of media in learning is very necessary. This is because it is very helpful in delivering material, especially Thematic learning. Based on the results of the calculation above, the assessment results from material experts (lecturers) reach 72%, if the percentage obtained reaches 61% to 80% then Articulate Storyline 3 media is categorized as Good. The calculation results from media experts reached 66% and the calculation results from the teacher's response were 72.5%. If the percentage obtained reaches 61% to 80% then Articulate Storyline 3 is categorized as good/proper. From the calculation above, it is obtained that the percentage is 66% and 72.5%, so that the Articulate Storyline 3 media is categorized as feasible. Articulate Storyline 3 learning media is feasible to be implemented in Learning Theme 5 My Hero Sub-theme 1 with a percentage of 66% and 72.5%, this means that learning media is included in the "very feasible" category. In this case the researcher does not need to revise.

### CONCLUSIONS

#### Conclusion

Based on the results of research and development that has been carried out by researchers, it can be concluded that research and development using stages with the ADDIE model has produced a product in the

form of *Articulate Storyline media* in Thematic learning in elementary school material The Struggle of Heroes. In the media *Articulate Storyline*. The use of *Articulate Storyline media* for interactive such as parts that demand the role of students by involving students directly using *Articulate Storyline media*.

Based on the feasibility of the media from the input of material experts, namely lecturers, media experts, namely lecturers and learning experts, namely the response of class IV teachers, as well as student responses to learning media. From the data validation results, the development of the *Articulate Storyline media* material on the Struggle of the Heroes developed by the researchers was declared Very Feasible to be used as teaching material in the learning process.

### **Suggestion**

Research and development of *Articulate Storyline media* on Cultural Diversity and My Nation still require follow-up in order to obtain quality *Articulate Storyline media* that can be used in learning.

Researchers suggest:

1. For students, it is better to be able to take advantage of the *Articulate Storyline media* for interactive learning because in the *Articulate Storyline media* there are sections that demand the role of students so that students are more active and enthusiastic in participating in learning and can improve better learning outcomes.
2. *Articulate Storyline media* in learning activities in class as a tool in conveying material on Cultural Diversity and My Nation.
3. Readers should be able to carry out further development of *Articulate Storyline media* so that more innovative products can be produced for use in learning.

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