

# Articulate Storyline Media Development to Increase Interest In Learning Pancasila Education Grade IV Elementary School

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## Articulate Storyline Media Development to Increase Interest In Learning Pancasila Education Grade IV Elementary School

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### ABSTRACT

The use of learning media in elementary school lacks variation, especially in Pancasila education. The material resource is only focused on the books, which causes the students to have relatively low learning interest and not develop 21st-century skills such as character. This is following the percentage of education report cards in the character indicator which is placed lower than the literacy indicator and numeration indicator. This research aims to develop Articulate Storyline learning media to increase learning interest in Pancasila education for grade IV. The research method used is the Research and Development (RnD) method with the ADDIE (Analyze, Design, Development, Application, Evaluation) model. The subjects of this research are teachers and students grade IV at Ki Hajar Dewantara Group Elementary School. This research used a normality test, homogeneity test, t-test, and N-Gain test. The result of this research shows the assessment of suitability from material experts was 92%, and the assessment of media experts was 92% with a very suitable category. The student response was 87% and the teacher response was 86%. The media effectivity test was done by handing out the questionnaires of pretest and pos-test to the students that referred to the learning interest indicator. The result of the effectivity test obtained a sig. Value in the t-test of 0.000, and the N-gain test result was 60.5%. According to the result, it could be concluded that the media product of Articulate Storyline is proper and effective to use.

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## 1. INTRODUCTION

Education plays a crucial role in preparing students to adapt to the ever-changing global landscape by developing their potential and skills. One key approach to achieving this is through enhancing the quality of education, particularly by embedding 21st-century skills into the learning process. These skills have become increasingly vital for addressing the challenges posed by globalization (Khairunisa & Damayanti, 2023). Known as the "6C": character, critical thinking, creativity, collaboration, and communication (Miterianifa et al., 2021), these skills are essential for students to thrive in today's world. Among them, character and citizenship skills are especially important. They help shape students with personalities grounded in the values of Pancasila and instill in them a strong sense of civic responsibility, enabling them to exercise their rights and obligations properly while navigating the complexities of the global era. Moreover, these skills empower students to critically assess and filter the information and changes occurring in the world.

According to Minister of Education, Culture, Research, and Technology Regulation No. 5 of 2022, which outlines the graduate competency standards for early childhood, elementary, and secondary education, the development of character based on Pancasila values is a key focus for elementary school students. The 2013 curriculum has aimed to instill character values and civic awareness through Pancasila and civic education. However, the Merdeka curriculum has redefined the approach to Pancasila education. Ministerial Regulation No. 12 of 2024 further emphasizes that Pancasila education is now a compulsory subject at the elementary and secondary levels of education.

Despite these regulations, the implementation of Pancasila education faces significant challenges, as evidenced by the research of Aisah et al. (2022), which highlights learning difficulties among students. These challenges include struggles to grasp the material and the teacher's explanations. Hatami (2020) further reinforces these findings, noting that Pancasila education is often perceived as dull and filled with unengaging content. Moreover, Ramadhan et al. (2023) point out that teaching materials, often limited to text and static images, fail to stimulate student interest and hinder comprehension. Similarly, Pramugita et al. (2023) reveal that students tend to experience boredom with Pancasila education, mainly because the learning process focuses solely on textbooks, and teachers have not incorporated technology into their lessons. Indira et al. (2023) also observe that the learning environment is often not conducive to active participation, resulting in a lack of engagement from students during Pancasila education.

The research is in line with the observation and interviews that were done by the researcher in 3 different schools at the Ki Hajar Dewantara Group in Mijen District, Semarang City which are Ngadirgo 01, Ngadirgo 02, and Ngadirgo 03 State Elementary School obtained that the students in higher grade have a relatively low interest in learning Pancasila education because students are still experiencing learning difficulties. The homeroom teacher said that the students find it difficult to learn Pancasila education because of the wide coverage of material, learning that involves a lot of text, and hard to differentiate the examples of Pancasila values. Other than that, the teachers also find it difficult to improvise learning in the classroom because Pancasila education only tends to civics knowledge aspects. The learning process condition is also less active, where from 26-30 students in class there are only 2-3 students who actively ask and answer questions from the teachers. Students are often shy and do not participate in discussions to deliver their opinions or explain discussion result in front of the class and are bored in the learning process.

The constraints in Pancasila education lessons are reinforced by the result of the education report in Indonesia in 2023-2024 on character indicator at 50%-60% percentage, while literacy indicator showed 60%-70% percentage, and numeration indicator at 50%-65% percentage. It shows that the success of Pancasila education still needs to be improved because the character indicator percentage is lower and has not significantly increased compared to the literacy and numeration indicator. The education report results in Indonesia are in line with the education report results at Ngadirgo 01, Ngadirgo 02, and Ngadirgo 03 State Elementary School that show 50%-75% percentage on character indicator, while literacy indicator shows 90%-100% percentage and numeration indicator shows 70%-

100% percentage. Therefore, it is crucial to make an effort to increase the success rate of Pancasila education because the character indicator is lower than the literacy and numeration indicator and has not significantly improved. The education report percentage in Indonesia and education report at Ngadirgo 01, Ngadirgo 02, and Ngadirgo 03 State Elementary School in 2023 and 2024 on character, literacy, and numeration indicators are as follows:

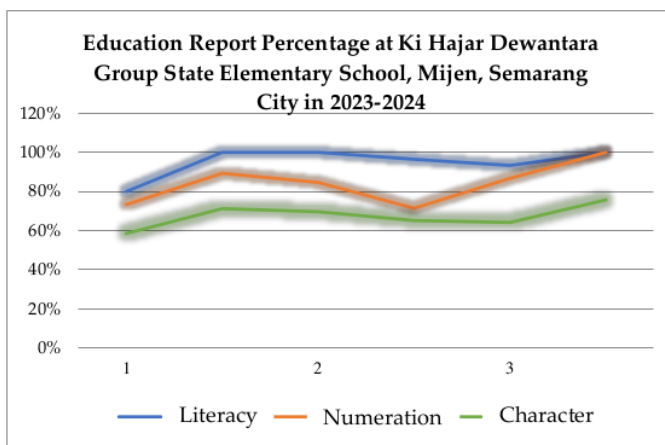


Figure 1. Education Report Percentage at Ki Hajar Dewantara Group State Elementary School

To address the challenge of supporting students in understanding complex material and enhancing their interest in learning, the use of learning media is essential. Learning media serves as a bridge for communication between teachers and students during the educational process (Suseno, Ismail, & Ismail, 2020). According to Hadad et al. (2023), learning media not only stimulates students' interest and enthusiasm but also aids in improving their comprehension. Therefore, selecting appropriate learning media that aligns with the subject matter is crucial, as student motivation and engagement are key indicators of success in achieving educational objectives. This aligns with the perspective of Winarni et al. (2021), who emphasized that the effective use of learning media in the digital age can enhance teaching standards by fostering more efficient learning. A'yun & Sukardi's (2024) research further supports this, demonstrating that learning media can facilitate student learning and boost academic performance. Based on this, the researcher proposes the development of Articulate Storyline learning media to enhance student interest in education, specifically for the 4th-grade Pancasila education at Ki Hajar Dewantara Group State Elementary School.

Multiple studies have shown that learning media can effectively increase students' interest in learning. For instance, Jenahut & Lake (2023) found that Articulate Storyline-based learning media, which incorporates local wisdom values, proved to be an effective and valuable tool for supporting learning. Similarly, Majid & Kawuryana (2023) found that Articulate Storyline learning media enhances both learning interest and student engagement in the learning process. The research conducted by Adhiana et al. (2022) also revealed that Articulate Storyline-based game-oriented learning media, especially for mathematical fraction concepts, is effective in improving student outcomes. Additionally, Sunaryati, Sudharsono, & Misbah (2023) confirmed that Articulate Storyline media could support Pancasila and Civics education, enhancing student interest. Firdausa & Wicaksono (2023) found that interactive media developed through Articulate Storyline 3 facilitates understanding, increases student interest, and motivates students to engage with the material. This is further supported by Rianto (2020), who highlighted that Articulate Storyline's features allow for the creation of interactive slides that can engage students and provide simulations to enhance comprehension. The research by Sari & Harjono (2021) echoed these findings, stating that Articulate

Storyline-based media supports 4th-grade teachers in delivering content, helps students understand the material, and fosters interest and motivation. Nurmala, Triwoelandari, & Fahri (2021) also noted that Articulate Storyline's user-friendly features make learning media more engaging and accessible.

Given the positive outcomes of previous research, it is clear that Articulate Storyline media is an effective tool for the learning process. This research serves as a foundation for developing Articulate Storyline media to improve student engagement in Pancasila education. Specifically, the media is designed for 4th-grade students, focusing on Pancasila values as the core material, complemented by content on Pancasila formulation figures. The selection of this material was based on discussions with homeroom teachers, who noted that students' difficulty with the content significantly impacts their level of interest. The goal of this study is to develop Articulate Storyline learning media aimed at improving student interest in Pancasila education, particularly in understanding the values of Pancasila. Additionally, the research will assess the suitability of this media in increasing student interest in Pancasila education and evaluate its effectiveness in achieving this goal in elementary school settings.

## 2. METHODS

This study employs the Research and Development (R&D) methodology, using the ADDIE model as the framework for developing the Articulate Storyline product to enhance students' interest in learning Pancasila education, particularly the values of Pancasila. The R&D approach is designed to create a product and assess its effectiveness. The ADDIE model includes five phases: analysis, design, development, implementation, and evaluation (Sugiyono, 2021). These steps provide a structured approach to plan, design, develop, and evaluate the effectiveness of the educational product.

The first phase, analysis, begins with identifying the real-world problems affecting students' engagement in Pancasila education. This involves conducting interviews, observations, and document reviews to uncover the issues impacting student interest in learning Pancasila. Additionally, materials that significantly influence students' engagement are selected. To gather more data, the researcher distributes questionnaires to both teachers and students, with the responses guiding the development of Articulate Storyline media focused on the meaning of Pancasila values. The second phase is product design. Here, the researcher creates the layout and storyboard for the Articulate Storyline media. The layout includes visual elements such as menus and component arrangements, while the storyboard outlines the media's design, which is organized using Microsoft Word.

In the third phase, development, the researcher uses Canva to design elements of the learning media, adhering to the layout and storyboard. This step involves inserting the relevant materials, videos, and images into the media components. The learning media is then compiled using Articulate Storyline software. The end product is an application and website that can be accessed during the learning process. After the development is complete, the researcher conducts an eligibility assessment with media and material expert validators to ensure the media's quality and gather suggestions for improvement before the final implementation.

The fourth phase, application, involves trial testing the product (Sugiyono, 2021). This testing process includes both small-scale and large-scale trials. In the small-scale trial, questionnaires are distributed to gather feedback from both students and teachers on the product's effectiveness. For the large-scale trial, two groups of students are involved: 26 students from the control group (without the application) and 26 students from the experimental group (with the application). This phase includes both pre-tests and post-tests, based on indicators from Rahmawati (2024), to evaluate the students' learning interest in Pancasila education. The comparison is made between the learning interest of students using Articulate Storyline media and those using traditional PowerPoint media.

The last step of this research is evaluation, which was done by judging whether each step of the activity and created <sup>4</sup> product, which is Articulate Storyline, follows the specification (Sugiyono, 2021). The researcher did pre-test and post-test questionnaire analysis from the control class students and experiment <sup>5</sup> class students to know the effectiveness of media utilization on learning interest in Pancasila education materials regarding Pancasila values.

The location of this research is 3 different elementary schools in Ki Hajar Dewantara Group, Mijen District, Semarang City. They are Ngadirgo 01, Ngadirgo 02, and Ngadirgo 03 State Elementary School. The subject of this research contains 15 students on a small-scale trial and 52 students on a <sup>6</sup> g-scale trial divided into two classes, a control class and an experiment class. This research uses 1 independent variable and 1 dependent variable. The Independent variable in this research is Articulate Storyline learning media with problem-based learning on the Pancasila values material for 4th-grade students in Ki Hajar Dewantara Group State Elementary Schools, Semarang. <sup>7</sup> The dependent variable used in this research is the students' learning interest measured through the pre-test and post-test questionnaires of the students according to learning interest indicators adapted from Rahmawati (2024). The learning interest indicators are as follows:

Table 1. Learning Method Indicators

No	Indicator	Sub-Indicator
1.	Joyful Feeling	Feeling happy during the lesson
		Excited to follow the lesson
		Not feeling bored during the lesson
		Attend the lesson
2.	Attention	Satisfied with the scores
		Paying attention to the teacher during lesson
		Concentrated during the lesson
		Taking notes of important things during lesson
3.	Interested Feeling	Serious in doing tasks
		Discipline in doing tasks
		Feeling enthusiastic during lesson
4.	Student Involvement	Interest to learn deeper
		Active in group discussion
		Asking the teacher if there is a difficulty
		Discipline to attend the lesson

Data collecting techniques used in this research include observation, interview, questionnaire, and documentation. 1.) Observation, according to Sugiyono (2021) observation is a data-collecting technique that has a specific characteristic compared to other techniques. Observation in this research is by doing direct observation in the field to know the real conditions such as infrastructures, learning resources, learning methods, learning content, and students' behavior during the class. 2.) Interview, data collected through interviews was done with 3 4th-grade teachers from Ki Hajar Dewantara Group State Elementary Schools, Semarang City, based on the interview guide that had been arranged beforehand. The interview was done in the field to know the problems experienced by the students during the learning process. 3.) Questionnaire, the questionnaires used by the researcher are 6 in total, including media expert validation, material expert validation, students' response questionnaire, teachers' response questionnaire, pre-test questionnaire, and post-test questionnaire for the students on learning interest indicators. The questionnaires were developed with the Likert rule on a scale of 1 to 5 to know the responses of the respondents deeply. Pre-test and post-test questionnaires of the students were used by the researcher to measure the learning interest through

validity and reliability tests by testing Cronbach Alpha validity and reliability with a valid result and reliability after testing on the questions at Ngadirgo 02 State Elementary School. 4.) Documentation, documentation used in this research is school education reports.

The data analysis technique for this development research is the data analysis technique that is used to process the development result data is the quantitative descriptive analysis technique. Steps taken are to give scores to the media expert questionnaires, the material expert questionnaires and also teacher's and student's response questionnaires based on the Likert scale then the total of the score is applied in the calculation to calculate the percentage by using the following formula:

$$P = \frac{S}{N} \times 100\%$$

Explanation:

P = Percentage

S = The total score of assessment result

N = The total of maximum score

(Arikunto, 2017)

The eligibility percentage is then converted into a sentence to know the eligibility of the product. The following percentage table explains the eligibility of media according to Arikunto (2018).

**Table 2.** The Criteria of Eligible Media

Percentage	Criteria
81% - 100 %	Very Eligible
61%-80%	Eligible
41%-60%	Less Eligible
21%-40%	Very Less Eligible
0%-20%	Not Eligible

The data analysis from the students' pre-test and post-test results on the learning interest steps includes scoring according to the Likert scale, then the total score is tested through a statistic test using SPSS. The statistic test consists normality test, homogeneity test, t-test, and N-Gain test. The normality test and homogeneity test are prerequisite tests to know whether the data distribution is normal and homogeneous. After knowing whether the data distribution is normally distributed or not and whether the variants are homogeneous or not, then the analysis step could be continued with the effectivity test that will be done through t-test and N-Gain test. T-test is used to know if there is a significant difference in learning interest before and after the utilization of Articulate Story learning media. The N-gain test is used to know the effectivity level of the media by testing the improvement of the students' pre-test and post-test results. The basis for making decisions regarding the N-Gain test are as follows:

**Table 3.** N-Gain Criteria

N-Gain Value	Criteria
$0,70 \leq g \leq 100$	High
$0,30 \leq g \leq 70$	Middle
$0,00 \leq g \leq 30$	Low
$g = 0,00$	No Increase
$-1,00 \leq g \leq 0,00$	Decrease

**Table 4.** Category og N-Gain Interpretation (%)

Percentage %	Interpretation
<40	Not Effective
50 - 55	Less Effective

56 - 75	Effective Enough
>76	Effective

### 3. FINDINGS AND DISCUSSION

#### 3.1 The Result of the Development of Articulate Storyline Media to Improve Learning Interest in Pancasila Education Material Regarding Pancasila Values

The outcome of this research is a product named Articulate Storyline media that contains Pancasila values materials in Pancasila education subject for 4th grade in Elementary School. The Articulate media is designed to look similar to a game in application and website form, so it could be operated from any gadget such as a phone, computer, or laptop.

The design of Articulate Story learning media is made interestingly and focused on the characteristics of elementary students in selecting pictures and language. The design of Articulate Storyline learning media has several parts: 1.) Login page, 2.) Menu page, 3.) Media developer profile page, 4.) Introduction page, 5.) Material page, 6.) Video, 7.) Quiz page, 8.) Game page. The components in every part of Articulate Storyline learning media are designed by focusing on several aspects, which are the ease of access, the conformity to the student, and the adequacy of the materials. Materials contained in the media are related to Pancasila values for the 4th grade presented systematically, solidly, and featured with historical material of the people who formulated Pancasila as a trigger material. The media design also contains a quiz with 10 evaluation questions that can be accessed directly on Articulate Storyline media and value acquisition can be seen after all of the questions have been answered. This media also adds matching pair games that could be used as ice-breaking media. The following is the picture of the Articulate Storyline media display:



Figure 2. Articulate Storyline Cover



Figure.3 Articulate Storyline Main Menu

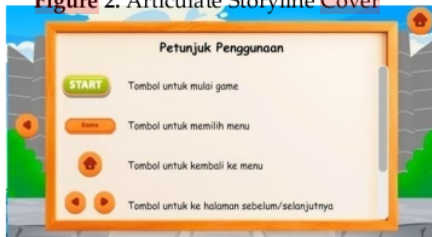


Figure.4 Articulate Storyline Instructions

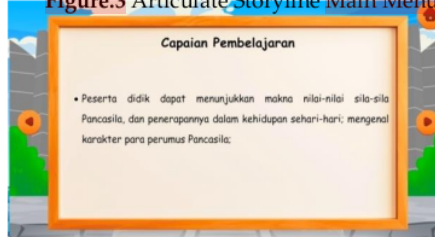


Figure.5 Learning Outcomes

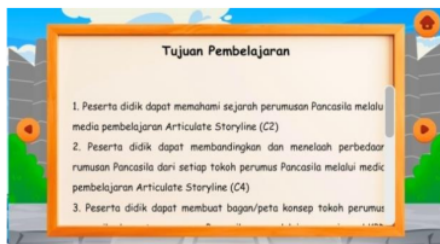


Figure.6 Learning Objectives

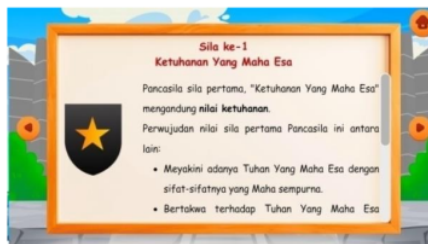


Figure.7 Materials on Articulate Storyline

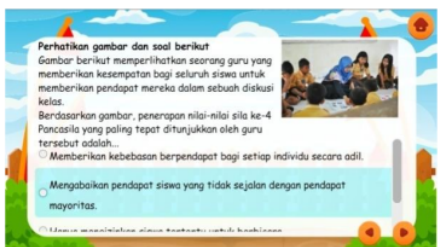


Figure.8 Quiz on Articulate Storyline

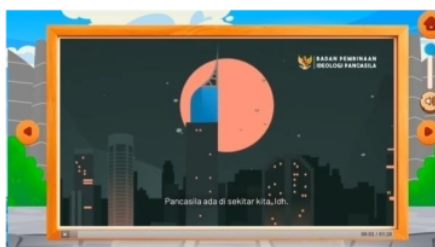


Figure.9 Material Video in Articulate Storyline



Figure.10 Games on Articulate Storyline



Figure.11 Articulate Storyline Media Developer Profile

### 3.2 The Result of Articulate Storyline Media Eligibility Test to Improve Learning Interest in Pancasila Education Materials Regarding Pancasila Values

The eligibility of Articulate Storyline media is obtained based on the assessment of the media expert validator, material expert, teachers' response, and students' response. The eligibility assessment was done to make sure the developed media is following the needs and characteristics of the students and contains relevant materials so it could overcome the problems experienced by the teachers in the learning process. The eligibility assessment indicators are adapted from Kustandi & Darmawan (2020) and Safitri et al., (2023).

A media expert assessment was done by one of the lecturers of Primary Teacher Education at the State University of Semarang. The assessment indicators contain five points: design, technical, learning environment, illustration, and typography. Design indicator includes 1.) cover design, 2.) Picture animation, 3.) Shapes and size of the material, 4.) design simplicity, and 5.) design balance. Technical indicators include 1.) the ease of operation, 2.) the ease of answering the evaluation questions, 3.) the resolution of pictures and videos, 4.) The function of button icons. The learning environment indicator consists of 1.) the availability of instructions, 2.) the availability of directions, 3.) the conformity of the language. The illustration indicator consists of 1.) the use of appropriate

illustration, 2.) the clarity of material illustration, 3.) letters and colors composition. Typography indicators include 1.) the use of color on the letters, 2.) the use of space size, and 3.) the use of letter size.

**Table 5. Result of Media Expert Assessment**

No	Indicator	Given score	Maximum score
1.	Design	23	25
2.	Technical	19	20
3.	Learning environment	14	15
4.	Illustration	13	15
5.	Typography	14	15
<b>Total score</b>		<b>83</b>	<b>90</b>
<b>Score percentage</b>		<b>92%</b>	
<b>Criteria</b>		<b>Very eligible</b>	

According to the validation assessment result by the media expert on the development of Articulate Storyline learning media in every indicator, obtained a 92% percentage. Therefore, it can be concluded that the Articulate Storyline learning media is very eligible without any revision from design, technical, learning environment, illustration, and typography indicators.

The eligibility test is also done by the material expert validator. The material expert in this research is one of the lecturers of Primary Teacher Education at the State University of Semarang. The assessment indicators are learning design, material content, language, and communication. Learning design indicator includes 1.) the clarity of formulation of learning objectives, 2.) the relevance of materials with the learning goals, 3.) the relevance of media use with the learning goals, 4.) the relevance of evaluation questions with the goals, 5.) a systematic material presentation, 6.) the material suitability with the students' characteristic. Material content consists of 1.) material presentation that is relevant with facts and concrete, 2.) the presentation of examples in relevant material with the student's needs and learning goals, 3.) scope and depth of material, and 4.) the adequacy of used reference. Language and communication indicator includes 1.) the use of clear language and easy to understand, 2.) the use of proper language with the students' characteristics, 3.) the adequacy of spelling use, 4.) sentence use structure, 5.) the use of the proper term.

**Table 6. Result of Material Expert Assessment**

No	Indicator	Given score	Maximum score
1.	Learning Design	27	30
2.	Material Content	18	20
3.	Language and Communication	24	25
<b>Total Score</b>		<b>69</b>	<b>75</b>
<b>Score Percentage</b>		<b>92%</b>	
<b>Criteria</b>		<b>Very Eligible</b>	

Based on the validation assessment result by the material expert on the development of Articulate Storyline learning media in every indicator, obtained a 92% percentage. Therefore, it could be concluded that Articulate Storyline media is very eligible without any revision from learning design, material content, and language and communication. After obtaining an eligibility assessment from a media expert and material expert with very eligible criteria, the researcher then held a trial of

media utilization. The product is tried through a <sup>1</sup> small-scale trial first to know the responses of teachers and students on the utilization of Articulate Storyline learning media in Pancasila education materials regarding Pancasila values for 4th grade. According to Arikunto (2019), a small-scale trial could be held for 4-20 respondents. The researcher used 15 students from 4th grade as the trial sample and 2 teachers from 4th grade to use the media and fill the response questionnaire regarding Articulate Storyline media.

Response questionnaire indicators in media utilization include design, technical, learning environment, typography, learning design, material content, and language and communication. Articulate Storyline media obtained 87% percent of the students responses with very eligible criteria. The students responded the Articulate Storyline media is easy to use, and interesting because it is similar to playing games, and they can understand the complex material easily so they do not feel bored following the lesson. The response of teachers on the utilization of Articulate Storyline media for the material regarding Pancasila values obtained 86% percentage with very eligible criteria. The teachers of 4th grade stated that the students become more excited and interested while using the media, the developed media also has fulfilled the indicators to be proper to be used in the learning process. Therefore, it could be concluded that the Articulate Storyline media on the material regarding Pancasila values did not need to be revised and must be continued to the next step of the research.

The next step is a big-scale product trial that is done by involving 2 groups, <sup>6</sup> the control class and the experiment class. The researcher used quasi-experimental on the big-scale trial. The quasi-experimental design was done by involving 2 schools, 26 students from Ngadirgo 01 State Elementary School and 26 students from Ngadirgo 03 State Elementary School, where Ngadirgo 01 took the role of control class and Ngadirgo 03 took the role of experimental class. The sample determination was done using the probability sampling technique, specifically cluster random sampling developed by Sugiyono (2021). Ngadirgo 01 State Elementary School as the control class did not use Articulate Storyline learning media, but only used Power Point slides, while Ngadirgo 03 used Articulate Storyline learning media in their lesson. Then, the students were <sup>1</sup> given the same pre-test and post-test questionnaires. The final step is doing an effectivity analysis of Articulate Storyline learning media utilization by comparing the pre-test and post-test from both groups, the control class and the experiment class to know whether there is a significant difference in learning interest before and after using PowerPoint slides or Articulate Storyline learning media and test the effectivity level of the media through statistic test with SPSS program.

The results of research from material experts, media experts, teacher and <sup>1</sup> student responses in using Articulate Storyline learning media show that the media developed has met the criteria for selecting media so that it is feasible to apply. This is in accordance with the statement of Kustandi & Sucipto in Zahwa (2022) there are several factors in choosing the learning media to be used including funds or materials, learning materials, students and types of media. Articulate Storyline media is in accordance with the characteristics of students, contains material that is in accordance with learning objectives <sup>3</sup> and is easy to use because it is practical and can be accessed through electronic devices. Thus it can be concluded that Articulate Storyline media is very feasible to use.

### 3.3 The Effectivity of Articulate Storyline Media to Improve Learning Interest in Pancasila Education Material Regarding Pancasila Values

The effectiveness of Articulate Storyline media was determined by analyzing <sup>3</sup> the pre-test and post-test questionnaire results, which assessed students' interest in learning Pancasila education materials, specifically related to Pancasila values. The comparison was made between the control and experimental groups. The control group used PowerPoint slides, while the experimental group used <sup>5</sup> Articulate Storyline media during lessons. The pre-test results revealed an average score of 57.69 for the control group <sup>5</sup> and 56.20 for the experimental group. In contrast, the post-test scores showed an average of 59.27 for the control group and 67.31 for the experimental group. These results indicate

that the post-test score of the experimental group, which used Articulate Storyline, <sup>5</sup> was higher than that of the control group.

<sup>4</sup> Table 7. Recapitulation of Pre-test and Post-test Results in the Control Class and Experimental Class

Data	Class	Total Students	The Lowest Score	The Highest Score	Average Score
Pre-test	Control Class	26	41	73	57,96
	Experiment Class	26	46	75	56,20
Post-test	Control Class	26	42	72	59,27
	Experiment Class	26	60	75	67,31

The students' pre-test and post-test results are analyzed with a statistical test using SPSS. The early step is to do the prerequisite test, which is normality test and homogeneity test. The first prerequisite test is the normality test which aims to know whether the data is distributed normally.

Table 8. Normality Test Result

Normality Test						
Shapiro-Wilk						
Data	Class	Statistic	df	Sig.	Condition	Description
Pre-test	Control Class	.983	26	.928	Sig. > 0.05	Normal
	Experiment Class	.959	26	.370		
<sup>6</sup> Post-test	Control Class	.976	26	.775	Sig. > 0.05	Normal
	Experiment Class	.944	26	.167		

Based on the table above, it could be known that the pre-test and post-test values of the students in the control class and experiment class have more than 0.05 significance value. The pre-test significance value of the control class is 0.928 and the pre-test in the experiment class is 0.370, while the post-test in the control class is 0.775 and the post-test in the experiment class is 0.167. <sup>12</sup> Therefore, it could be concluded that the data was distributed normally. The next prerequisite test is the homogeneity test which aims to know whether the data is homogeneous.

Table 9. Homogeneity Test Result

Homogeneity Test					
Data	Class	Sig.	Condition	Description	
<sup>6</sup> Pre-test	Control Class	.371	Sig. > 0.05	Homogeneous	
	Experiment Class				
Post-test	Control Class	.118	Sig. > 0.05	Homogeneous	
	Experiment Class				

From the analysis, it can be concluded that the significance values <sup>4</sup> of the students' pre-test and post-test results in both the control and experimental classes are greater than 0.05. Specifically, the significance value of the pre-test for both groups is 0.371, while the post-test significance level is 0.118. These values indicate that the data is homogeneous.

Following the prerequisite tests, the researcher conducted a t-test to assess the differences between the pre-test and post-test results for both the control and experimental classes. The t-test analysis was performed to determine whether the research hypothesis could be accepted. This analysis aims to evaluate the effectiveness of Articulate Storyline media in enhancing students' interest in learning the meaning of Pancasila values. The hypotheses proposed in this study are as follows:

$H_0$  = There is no significant difference of the students' learning interest in Pancasila Education

$H_a$  = There is a significant difference of the students' learning interest in Pancasila Education

**Table 10.** T-test in Control Class and Experiment Class Result

T-Tests				
Data	Class	Sig.	Condition	Description
Pre-test	Control Class	.539	Sig. > 0.05	$H_0$ Accepted
	Experiment Class			
Post-test	Control Class	.000	Sig. < 0.05	$H_0$ Rejected
	Experiment Class			

The t-test results indicate that the significance value for the pre-test in both the control and experimental classes is greater than 0.05, meaning that the null hypothesis ( $H_0$ ) is accepted. This suggests there is no significant difference in students' learning interest before the media was introduced in either group. However, the significance value for the post-test in both classes is less than 0.05, leading to the rejection of the null hypothesis ( $H_0$ ), which implies a significant difference after the use of the media. As a result, it can be concluded that Articulate Storyline media is effective in enhancing students' learning interest in Pancasila education, as evidenced by the significant improvement in the post-test scores of the experimental group. To further assess the effectiveness, the researcher also performed an N-Gain test to evaluate the level of improvement in students' learning interest after using Articulate Storyline media.

**Table 11.** N-Gain Test in Control Class and Experimental Class Result

Class	Data	N-gain (Score)	Criteria	N-Gain (%)	Interpretation
Control Class	Pre-test	0.1098	Low	10.98%	Not Effective
	Post-test				
Experiment Class	Pre-test	0.6049	Middle	60.49%	Effective
	Post-test				

The N-Gain calculation results indicate that the control class, which used PowerPoint media, achieved an N-Gain score of 0.1098, categorized as low, with a 10.98% improvement percentage, falling into the "not effective" category. In contrast, the experimental class, which used Articulate Storyline media, obtained an N-Gain score of 0.6049, placed in the middle criteria, with a 60.49% improvement percentage, indicating that the media was "effectively enough." This demonstrates that Articulate Storyline media is effective in enhancing students' learning interest in Pancasila education. Therefore, based on the results of the product trial, it can be concluded that the Articulate Storyline media developed by the researcher is effective and suitable for improving the learning interest of 4th-grade students in Pancasila education at Ki Hajar Dewantara Group State Elementary School.

These findings are consistent with previous research, such as Mufidah & Khori's study (2021) on the development of Articulate Storyline learning media to improve student learning outcomes, which

concluded that Articulate Storyline media met the criteria for being highly valid and effective. Similarly, Fitriani et al. (2022) found that Articulate Storyline media in science education was feasible and effective for enhancing science literacy. Additionally, Juhaeni et al. (2021) confirmed that interactive multimedia based on Articulate Storyline is well-suited for use in Pancasila education.

#### 4. CONCLUSION

The Articulate Storyline media, which was developed using the five stages of the ADDIE development model, has undergone an eligibility assessment. Media experts have given it a score of 92%, while teachers rated it 86%, and students provided a response of 87%. These assessments suggest that Articulate Storyline is highly suitable for enhancing interest in learning Pancasila education, particularly in understanding the values of Pancasila. The effectiveness of Articulate Storyline in boosting students' interest in learning Pancasila is evident. During the large-scale trial, the experimental class (which received treatment) achieved a post-test t-test significance value of 0.000, which is lower than 0.05. This result demonstrates a significant difference in students' interest in learning after the implementation of the Articulate Storyline media. In the experimental group, the N-Gain test score was 0.60, classified as moderate, and the N-Gain percentage stood at 60.49%, categorized as fairly effective. The research findings indicate that the use of Articulate Storyline positively impacts students' interest in learning. The media's user-friendly and engaging nature contributes to increased student participation and enthusiasm in the learning process. Notably, the rise in students' interest in understanding Pancasila values suggests that the media is effective in achieving the intended learning outcomes.

Furthermore, Articulate Storyline serves as an aid for teachers, helping them integrate technology into their lessons. Its presence addresses the challenge of monotony in learning and aids in delivering complex material. With this media, students are more likely to remain engaged and motivated throughout the learning process, leading them toward meeting the established educational goals. Student interest plays a critical role in the successful attainment of learning objectives, and the use of this media helps foster enthusiasm, making the learning experience enjoyable and effective.

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