



Implementation of Articulate Media on Learning Outcomes of Class V Students at MIN 1 Banyuwangi

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Abstract—Education can prepare the young generation in the future to build their knowledge which makes learning more meaningful by using media. One of the media that can be used is interactive learning media in the form of articulate storylines. This study aims to determine the significant influence between articulate storyline learning media on student learning outcomes on the material of knowing the names of God and his book class V at MIN 1 Banyuwangi. This research combines quantitative and qualitative approaches (mixed-method) consisting of four methods, namely observation, interview, documentation, and literature study. The subjects of the study used 32 grade V students. The average result obtained through pretest and posttest tests at the time of initial implementation was 78.3% and the average value at the time of final implementation was 83.5%. In conclusion, the initial and final implementation has increased when using articulate storyline media.

Keywords— *Meaningful Learning, Learning Media, Student Outcomes*

I. INTRODUCTION

Change becomes a certainty that must be faced by every individual to be able to adjust to these changes. One way to adapt, namely through education that is able to prepare the younger generation in the future. Through the learning process, a teacher can interact directly with students (Sari & Harjono, 2021). Good learning can definitely improve students' thinking skills and creativity, as well as provide opportunities to build their own knowledge that makes learning more meaningful.

The process of realizing educational goals requires an effort made through the learning process and the process of thinking about oneself and the surrounding environment. This makes it easier for students to receive, store, and apply the material they learn in everyday life (Ardiyanti & Zuhdi, 2021). In general, basic education is the first step of the next school level.

Through the basic education level, students begin to be sensitive to what is received by the five senses to develop their potential to the maximum. In addition, this period also seeks to optimize its growth and development while still paying attention to the nation's character through active, creative, effective, and fun learning (Pratiwi et al., 2020). This kind of learning can help students to hone their abilities and skills in thinking, speaking, and discussing.

According to Government Regulation of the Republic of Indonesia Number 4 of 2022 concerning Amendments to

Government Regulation Number 57 of 21 concerning National Education Standards (Pendidikan, 2021) states that national education functions to develop the ability and shape the character and civilization of a dignified nation in order to describe the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

One of the problems of the low quality of the educational process is caused by the weak learning process, effectiveness, efficiency, and standardization of programs in teaching. So, it is often related to the influence of the success and achievement of students in learning (Fathonah, 2022). In accordance with current science and technology, it is increasingly advanced and increasingly encourages efforts to improve the use of technological results to support the learning process of students to become more active. This can build a more varied, fun atmosphere, and can support the process of learning outcomes. Such situations, can give rise to the ability to analyze, criticize, and draw conclusions based on careful reasoning and consideration through the process of critical thinking. This achievement can be seen from changes regarding the knowledge, skills and attitudes experienced by students. Thus, skills and innovation are needed in achieving learning objectives through learning media. The media can provide information related to the content to be delivered by the teacher in the learning process, so as to facilitate the understanding of students. The use of learning media must also be adjusted to the conditions and situations at hand. One of the media that can be used is interactive learning media in the form of Articulative Storyline (Husna et al., 2022). This media aims to clarify the delivery of information with the limitations of senses, space, time, and objects through videos, images, and animations.

According to Viola Selsabila & Puri Pramudiani, Articulative Storyline is one of the interactive digital learning media in the form of video, audio, and animation to make it easier for teachers to deliver material and be able to see student responses directly (Selsabila & Pramudiani, 2022). Furthermore, Natriani Syam, Abdul Hakim, & Muhammad Harmansyah stated that Articulate Storyline media is used as a learning media that involves students actively in learning activities. The use of Articulate Storyline in learning activities can help teachers when

delivering learning material (Syam et al., 2023). In addition, students can also easily remember the material and provide new experiences, as well as help student learning outcomes.

Researchers found that there are several other studies related to this study, namely: 1) Viola Selsabila & Puri Pramudiani 2022 (Selsabila & Pramudiani, 2022) with the title "Development of Digital Literacy-Based Articulative Storyline Interactive Learning Media on Social Studies Learning for Madrasah Ibtidaiyah Negeri Students," which shows that there is an influence on the use of digital literacy-based Articulative Storyline interactive learning media on grade IV social studies learning Madrasah Ibtidaiyah Negeri 12 Cibubur; 2) Millah Nahdah Husna, Ida Sulistyawati, & Pana Pramulia 2022 (Husna et al., 2022) with the title "The Effect of Articulative Storyline 3 Application Media on Cognitive Learning Outcomes of Material Balance and Preservation of Natural Resources of Grade IV Students," which shows that there is a significant influence on the application of interactive learning media using articulation storyline 3 on cognitive learning outcomes, material balance and preservation of natural resources in grade IV.

Therefore, researchers are interested in conducting further research related to the implementation of Articulative Storyline learning media on the material of knowing the names of God and his book, and choosing MIN 1 Banyuwangi as the object of research in implementing Articulative Storyline learning media. Based on this presentation, the researcher conducted a study entitled **"Implementation of Articulate Storyline Learning Media on Student Learning Outcomes on the Material of Knowing the Names of God and His Book Class V at MIN 1 Banyuwangi."**

II. METHOD

This research uses a mixed approach (mix-method), which combines quantitative and qualitative research. According to Creswell, the combination of quantitative and qualitative research methods is used simultaneously to obtain more comprehensive, valid, reliable, and objective data (Creswell, 2014). Data collection techniques use four methods, namely observation, interviews, documentation, and literature studies. In addition, the type of research used is in the form of case studies to calculate the significant influence between Articulate Storyline learning media on student learning outcomes. The population taken in this study is all students in class V MIN 1 Banyuwangi. While the sample taken in this study, namely grade V students as many as 32 students consisting of 16 male students and 16 female students.

Furthermore, data collection techniques and data collection instruments can be carried out through research guides first, through research notes in the form of facts and figures. As for some of the data collected in this study, namely observation, documentation, and interviews.

This data analysis technique will use average calculations. From the results of the assessment, it was directly collected into 2 data. The two data are in the form of quantitative and qualitative data. To get the results of the average score in each answer, there are 5 benchmarks in the research that has been made by researchers.

Table 1.1
Score Criteria in Learning Media Articulating the Story Line

Score	Information
1	Very less
2	Not enough
3	Enough
4	Good
5	Very good

The results of the feasibility obtained from the average assessment in each validator. The formula used is:

$$V\text{-ah} = \frac{TSe}{TSh} \times 100\%$$

$$V\text{-pg} = \frac{TSe}{TSh} \times 100\%$$

Information :

V-ah = Expert validation

V-pg = User/teacher validation

TSe = Total empirical score

TSh = Total expected score

Table 1.2
Learning Media Feasibility Test Criteria Articulating the Story Line

Validity Criteria	Level of Validity
100% - 86%	Very valid, can be used without any improvements.
85% - 71%	Valid, usable but little fix.
70% - 56%	Quite valid, usable but there are many revisions.
55% - 41%	Less valid, it is recommended not to use because it needs a lot of improvement.
40% - 25%	Invalid or not allowed.

III. RESULT & DISCUSSION

Media is a learning device that aims to deliver material to recipients (students) made by the sender (teacher). Learning media is a tool or means used to help the teaching-learning process. The media can be real objects, images, graphics, audio, video, or a combination of some of these elements. The purpose of using learning media is to facilitate the understanding and absorption of the material taught to make it more effective and interesting for students. The use of learning media must be adjusted to the learning objectives and characteristics of students. It is important for teachers to choose media that is relevant, interesting, and appropriate to the learning context in order to have a positive impact on the teaching and learning process.

In the implementation of articulate storyline learning media which is one of the media used during learning at MIN 1 Banyuwangi. The use of articulate storyline media in MIN 1 Banyuwangi is applied to class V MIN 1 Banyuwangi. Media articulate storyline can also be applied in high classes such as class IV, V, and VI. Because in high grade students are able to understand the concepts

and procedures for use according to the instructions in the media. Media articulate storyline cannot be applied to low-grade students because of insufficient age and still labile in the use of interactive media and also if applied to low-grade students, it is feared that it will cause misuse of media. According to (Juhaeni et al., 2021) Media Articulate Storyline is not applied to low-grade students because it can hinder and complicate the learning process. Media can be applied to high grade students because at their age they can support the learning process. High grade children aged 9-11 years have begun to understand concepts, can overcome problems, and are able to find relationships between two things. Therefore, if students are given learning media that aims to provide reciprocal relationships, students will not hamper teaching and learning activities.



Figure 1.1 Implementation of Articulate Storyline Learning Media

From the observations of research on the implementation of learning using articulate storyline media for grade V students at MIN 1 Banyuwangi was carried out on June 14, 2023. In the implementation of learning, the teacher explained the material Knowing the Names of God and His Book class V using articulate storyline media. After the explanation of the material was completed, the teacher divided several groups equally. The number of class V students was 32 students so that the group formed consisted of 8 groups, each group consisted of 4 members. After gathering with each group, the teacher gave several group tasks that must be completed in each group, then each group advanced in turn, explaining the results of their group assignments. After the presentation and discussion were completed, each student returned to their original seats, followed by individual assignments, namely practice questions. The questions given are related to the material Knowing the Names of God and His Book as in the teacher's presentation with the use of articulate storyline media in the initial learning.

At the time of observation, researchers also record strategies, methods, media, and learning models implemented in learning activities. In addition to the models and media, the method used in the MIN 1 Banyuwangi learning process is to use lectures and assignments. When learning takes place, students are not motivated or interested in the learning and learning still only focuses on a teacher. There are also students who are still confused in working on the practice question assignment given by a teacher due to the low understanding of the material obtained by students. Teachers guide their students to really understand the

material even though the level of understanding of children and capture of the material varies, but teachers must try their best to achieve what is desired in learning, among which one of the children understands the material that has been explained.

The use of articulate storyline media is carried out every semester in accordance with the teacher's ability and material adjustments. Of course, it will not make you bored in the use of media because every week of course using various kinds of media and other learning tools. So that the material delivered becomes better and optimal. Based on interviews with the Head of Madrasah and class teachers, researchers obtained data on student learning outcomes in the material Knowing the Names of God and His Book class V at MIN 1 Banyuwangi as follows:

Table 1.3
Early Media Articulate Storyline Implementation
(Pretest)

No	Name	KK M	Value	Information	
				Complete	Incomplete
1.	Adzkiya Shiza Qiana	75	89	√	
2.	Syrenisa Qurota Ayun	75	83	√	
3.	Rissa Islami Putri	75	67		√
4.	Rina Melati	75	65		√
5.	Queensha Falaha Putri Muzaki	75	78	√	
6.	Nazwa Aira Meidhita Malga	75	85	√	
7.	Celshie Alfia Eksda	75	83	√	
8.	Stevanny Aulya Ramadhani	75	78	√	
9.	Marsha Jihan Nabilla	75	68		√
10.	Sofie Assyifa Salsabila	75	67		√
11.	Salsabila Azzahra	75	68		√
12.	Zahrotussita Aulia Wijaya	75	85	√	
13.	Anni Uyunul Luklu`A	75	84	√	
14.	Fitri Sulistia Ramadani	75	58		√
15.	Fharin Fitri Diyanti	75	78	√	
16.	Adinda Rahmadhani Oktavia	75	73		√
17.	Achmad Raditiya	75	67		√
18.	Muhammad Hazbi Ar- Royyan	75	88	√	
19.	Muhammad Gilang Ramadhan	75	90	√	
20.	Galang Shakti Muhamad	75	85	√	
21.	Achmad Ro`Sul Chola`Iq	75	80	√	

22.	Muhammad Falah Muhtar	75	74		√
23.	Muhammad Azkani' Ami	75	93	√	
24.	Muhammad Reyfan Ecky Pratama	75	73		√
25.	Kenzie Javas Apritama	75	89	√	
26.	Muhammad Ali	75	88	√	
27.	Muhammad Alfin Wildan Habibi	75	75	√	
28.	Mohammad Ramadhani Choirul Umam	75	74		√
29.	Salvian Ezar Rahendra	75	82	√	
30.	Maulana Ashfi Ibrahim	75	69		√
31.	Athaya Javier Abdul Asyraf	75	90	√	
32.	Hengky Fatma Hermawan	75	80	√	
Total Score Obtained		2.506			
Average ($x = \frac{\sum x}{n}$)		78.3			
Complete				20	
Incomplete					12

From the data above shows that

$$V\text{-ah} = TSe/TSh \times 100\%$$

$$V\text{-ah} = 2506/3200 \times 100\% = 78,3\%$$

The table shows that in the pretest results of the use of articulate storyline media on student learning outcomes in the material Knowing the Names of God and the Book class V at MIN 1 Banyuwangi the percentage score was 80.875% with the number of students who completed as many as 20 children and the number of students who did not complete there were 12 children. In the early stages of implementation, most students are still incomplete in PAI subjects, the material knows the names of God and his book. Many students have difficulty understanding and understanding related to the material. Even difficulties in memorizing the names of God. In the results of the research above, there are several points that must be improved, including: ineffective time allocation, the media provided should make students more interested in learning, and there are still students who are not focused when learning takes place. This score means that the application of articulate storyline media to student learning outcomes in the material Knowing the Names of God and the Book class V at MIN 1 Banyuwangi is still incomplete.

After conducting the pretest stage, an improvement RPP will be made at the postes stage but focus on the problems that exist in cycle 1, namely: Effectiveness of time allocation, Creativity of the media used is more highlighted or emphasized, and Class conditioning to be conducive so that students can focus on receiving the material presented. Implementation. Learning activities that have improved the activities of the researcher as a teacher together with Mr. Walas brought the observation sheet that had been provided before him. The steps are as follows: a. Opening activity:

The teacher instructs students to pray together, The teacher absent the attendance of students, the teacher conveys KD and indicators, the teacher gives appreciation, and the teacher forms an equal group. b. Core Activities: The teacher delivers a lesson material in the correct language, the teacher provides an explanation of a material with his media, the teacher gives examples of the material taught, the teacher gives practice questions, the teacher gives time to the students to discuss and the teacher also helps him if there are difficulties in the course of the discussion, and the teacher appoints a group representative or one of the members of the group to come forward to read the results of the work that has been done by his group alternately (other groups). c. Closing: The teacher gives students the opportunity to come forward to make conclusions, the teacher gives homework (homework) or homework (individual assignments), the teacher gives evaluations, and the class leader leads the prayer together.

Table 1. 4

Final Articulate Storyline Media Implementation (Postes)

No	Name	KK M	Value	Information	
				Complete	Incomplete
1.	Adzkiya Shiza Qiana	75	92	√	
2.	Syrenisa Qurota Ayun	75	88	√	
3.	Rissa Islami Putri	75	70		√
4.	Rina Melati	75	70		√
5.	Queensha Falaha Putri Muzaki	75	80	√	
6.	Nazwa Aira Meidhita Malga	75	90	√	
7.	Celshie Alfia Eksda	75	90	√	
8.	Stevanny Aulya Ramadhani	75	80	√	
9.	Marsha Jihan Nabilla	75	70		√
10.	Sofie Assyifa Salsabila	75	70		√
11.	Salsabila Azzahra	75	92	√	
12.	Zahrotussita Aulia Wijaya	75	88	√	
13.	Anni Uyunul Luklu' A	75	90	√	
14.	Fitri Sulistia Ramadani	75	80	√	
15.	Fharin Fitri Diyanti	75	78	√	
16.	Adinda Rahmadhani Oktavia	75	75	√	
17.	Achmad Raditiya	75	80	√	
18.	Muhammad Hazbi Ar-Royyan	75	90	√	
19.	Muhammad Gilang Ramadhan	75	92	√	
20.	Galang Shakti Muhamad	75	88	√	
21.	Achmad	75	78	√	

	Ro' Sul Chola' Iq				
22.	Muhammad Falah Muhtar	75	75	√	
23.	Muhammad Azkani' Ami	75	95	√	
24.	Muhammad Reyfan Ecky Pratama	75	85	√	
25.	Kenzie Javas Apritama	75	90	√	
26.	Muhammad Ali	75	89	√	
27.	Muhammad Alfin Wildan Habibi	75	78	√	
28.	Mohammad Ramadhani Choirul Umam	75	75	√	
29.	Salvian Ezar Rahendra	75	84	√	
30.	Maulana Ashfi Ibrahim	75	93	√	
31.	Athaya Javier Abdul Asyraf	75	95	√	
32.	Hengky Fatma Hermawan	75	82	√	
Total Score Obtained			2.672		
Average ($x = \frac{\sum}{n}$)			83.5		
Complete				28	
Incomplete					4

From the data above shows that

$$V\text{-ah} = TSe/TSh \times 100\%$$

$$V\text{-ah} = 2672/3200 \times 100\% = 83,5\%$$

The table shows that in the pretest results of the use of articulate storyline media on student learning outcomes in the material Knowing the Names of God and the Book class V at MIN 1 Banyuwangi the percentage score was 83.5% with the number of students who completed as many as 28 children and the number of students who did not complete there were 4 children. In this final stage of implementation, it has made it easier for students to understand and memorize the names of God and his book. Even feel addicted because of the articulate storyline learning media. Articulate storyline learning media contains interesting animation, images, videos, effects, and quizzes in it. So that it can facilitate students' understanding in memorizing the material. The score means proving that the application of articulate storyline media to student learning outcomes in the material Knowing the Names of God and the Book class V at MIN 1 Banyuwangi is complete. Therefore, the use of articulate storyline learning media can make PAI subjects effective for grade V MIN 1 Banyuwangi students.

The implementation of articulate storyline learning media on student learning outcomes in the material Knowing the Names of God and the Book of Class V at MIN 1 Banyuwangi has only been applied 3 times in class V. Articulate storyline learning media is one of the interactive media consisting of several displays on the media, including images, text, video, audio, quizzes and many more. According to (Safira et al., 2021) Articulate Storyline learning media is one of the artificial applications

that has a power point-like appearance that can be used as a tool or teaching material for students during the learning process. In its application, it can be said to be very helpful for teachers in the learning process, and also articulate storyline learning media is not used every day because of material limitations so that students are not easily bored with the application of articulate storyline learning media. In the application of articulate storyline learning media, it was carried out 3 times. The first application during semester 1 and the second application during semester 2 occurred twice on June 14 and 15, 2023.

MIN 1 Banyuwangi articulate storyline learning media has only been implemented in classes V and VI because of several considerations from class teachers, one of which is the level of readiness of students when receiving lesson material using articulate storyline learning media. According to the teacher council and class teachers for lower grade students (1, 2, and 3), if learning using articulate storyline learning media, it is feared that it will make learning difficult because the age that can be said is still not good in using articulate storyline learning media. This agrees with (Juhaeni et al., 2021) If articulate storyline learning media is applied to low-grade children, it can be said to make learning difficult.

In the use of articulate storyline learning media in the classroom, of course, using LCD projectors. MIN 1 Banyuwangi LCD projectors there are 2 which are usually 1 used for low class and meeting, for LCD projector 2 used for high class. The use of articulate storyline learning media in low grades also cannot be applied because the average low-grade teacher is elderly so sometimes technology is also reduced, sometimes LCD projectors in low classes are used when learning SBdp related to art. The implementation of articulate storyline learning media in MIN 1 Banyuwangi adapts PAI material with teacher handbooks and other references from web browsers. The display of articulate storyline learning media is in the form of text, images, animations, characters, audio, video, and some interesting effects accompanied by challenging quizzes. Students' response when using articulate storyline media is very enthusiastic because students feel that learning when using media does not feel tedious, and the results of student learning evaluations increase. This articulate storyline media is effectively applied in the learning process because, based on students' responses, they are pleased to learn using articulate storyline media. After all, the media display is exciting and not dull, and the material is easy to understand, making students enthusiastic and enthusiastic about learning (Nurmala et al., 2021). In classroom learning, students are also required to play an active role, not only centered on the teacher but students are able to interact with articulate storyline learning media using media, so that the media means 2 directions into articulate storyline interaction media. In today's learning, it has moved on with the use of various media, where the lecture method that is usually always used has become minimized and varied with the application of media because learning prioritizes therapy and student activeness during learning (Anitasari & Utami, 2022). According to the head of the madrasah and class teacher at MIN 1 Banyuwangi, the application of articulate storyline learning media is able to optimize and support the implementation of the 2013 curriculum.

IV. CONCLUSION

Based on the observations that have been made, it shows that in the use of articulate storyline media on student learning outcomes in the material Knowing the Names of God and the Book of Class, V at MIN 1 Banyuwangi at the pretest stage, the score obtained was 2,506 with 20 students who were complete and 12 students who were not completed. While in the postes stage, the score obtained was 2,672 with 28 students who completed and 4 students who were not completed. The average score of students at the time of initial implementation was 78.3% and the average score of students at the time of final implementation was 83.5%. Therefore, the initial and final implementation has increased when using articulate storyline media in the average student. Therefore, it can be concluded that the initial implementation is significantly different from the final implementation. It can also be proven on the average results of students at the time of initial implementation and final implementation. For those who have the desire to develop articulate storyline media products, it is recommended that they can design covers and media to be more attractive by changing some of the effects or animations in the press and can conceptualize a media to be more interesting, as well as adding material that is easy for students to understand and more extensive. For those who desire to develop articulate storyline media products, it is recommended that they also provide more than one music script so that music can be distinguished for material and practice questions.

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