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## Development of Learning Media Based on Articulate Storyline 3 on Materials on the Benefits of Diversity and Preserving Cultural Diversity

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### Abstract

*This research aims to develop Articulate Storyline 3-based learning media on the material Benefits of Diversity and Preserving Cultural Diversity for grade IV elementary school. The background of this research is the lack of variety in digital learning media at elementary school Baranangsiang which causes monotonous learning and low student involvement. The research method uses Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Research subjects consisted of 1 classroom teacher and 18 grade IV students at elementary school Baranangsiang. Research instruments were expert validation sheets and user response questionnaires. Data was analyzed descriptively quantitatively with percentage techniques. Validation results showed that the media was very feasible with percentages of media experts 97%, linguists 91%, lecturer material experts 84%, teacher material experts 95%, teacher responses 98%, and student responses 95%. This research produced an interactive learning media product capable of increasing learning motivation and students' understanding of cultural diversity material. Articulate Storyline 3-based learning media is proven effective as an alternative learning media that is attractive, easily accessible, and suitable for learning needs in the digital era.*

**Keyword:** interactive learning media, Articulate Storyline 3, cultural diversity, elementary school, independent curriculum.

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Received: 22-05-2025

Revised: 10-09-2025

Accepted: 21-09-2025

How to Cite: Ridha Maulidah, Wawan Syahiril Anwar, Nur Hikmah. (2024). Development of Learning Media Based on Articulate Storyline 3 on Materials on the Benefits of Diversity and Preserving Cultural Diversity, *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 11 (2):84-94

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### INTRODUCTION

The implementation of the Independent Curriculum requires learning that not only emphasizes the development of knowledge, but also the attitudes and skills of students through active participation in the learning process (Ministry of Education and Culture, 2022). Effective learning requires direct involvement of students and relating the material to daily life situations to develop critical thinking and

problem-solving skills (Ratumanan & Rosmiati, 2019). In this context, teachers are required to design learning innovatively by utilizing creativity and technology to support the successful implementation of the curriculum in schools.

The role of learning media is very crucial in achieving the educational goals set out in the Independent Curriculum. Learning media functions as a tool that makes it easier for teachers to deliver material in a more interesting and effective way (Kustandi & Darmawan, 2020). The use of appropriate learning media can increase students' motivation to learn, active participation, and understanding of the concepts presented (Wulandari et al., 2023). Information technology-based digital learning media is one of the innovative solutions that can be adapted to the learning needs of today's digital era.

The results of initial observations made by researchers on December 12, 2024 at Elementary School Baranangsiang show several learning problems. First, there is a lack of use of digital learning media that causes learning to tend to be monotonous. Second, the lecture method still dominates up to 60% of the learning time, so students tend to be passive and less involved in the learning process. Third, the learning media used by teachers is mostly limited to package books that are straightforward and less varied. Fourth, limited facilities such as the lack of availability of infocus are one of the reasons why teachers do not use more diverse learning media, which results in a lack of interest in learning students and the emergence of boredom behavior in the learning process.

The results of the interview on December 12, 2024, revealed that teachers have not fully mastered technology to develop creative digital learning media. Teachers also face challenges in adapting learning media to various learning styles of students, such as visual, auditory, and kinesthetic (Magdalena et al., 2021). Students do not get adjustment of learning media that suits their learning style, so that the media used is not able to accommodate the learning needs of each student. Media such as infocus is only used to display images or videos from YouTube, but it is less varied and less attractive to students. Meanwhile, digital learning media such as PowerPoint is only used occasionally in a simple form.

Articulate Storyline 3 is one of the interactive learning media development applications that can integrate various multimedia elements such as text, images, audio, video, and animation in one platform (Batubara, 2021). The app has interactive features that allow learners to actively engage in learning through simulations, quizzes, and self-evaluation (Moeis et al., 2022). Several studies have shown that the use of Articulate Storyline 3 in learning can improve learning motivation, concept understanding, and learning outcomes of students at various levels of education (Utari & Ramadan, 2023; Nuha & Zumrotun, 2024; Firstiananta et al., 2023).

Research by Utari and Ramadan (2023) developed an interactive learning media based on Articulate Storyline 3 for Indonesian social and cultural diversity materials in grade IV with the results of material expert validation of 93.3% of the very feasible category. Maivi and Erita's (2023) research developed IPAS learning media using Articulate Storyline 3 based on discovery learning in grade IV of elementary school with positive results. Nasril and Desyandri (2023) developed an interactive multimedia Articulate Storyline 3 based on project-based learning in

grade IV of elementary school which has been proven to be effective in improving learning outcomes. From these studies, Articulate Storyline 3 has great potential to be developed as an effective learning medium in elementary schools.

However, the development of learning media based on Articulate Storyline 3 specifically for the material on the Benefits of Diversity and Preserving Cultural Diversity is still limited. This material is an important part of the IPAS (Natural and Social Sciences) class IV learning which discusses the cultural diversity of the Indonesian nation, its benefits for the life of the nation, and its preservation efforts (Ministry of Education and Culture, 2022). Understanding this material is very important to develop an attitude of respect for diversity and strengthen a sense of unity in diversity from an early age.

Based on the above problems and theoretical studies, this study aims to develop a learning media based on Articulate Storyline 3 on the material Benefits of Diversity and Preserving Cultural Diversity that is valid, practical, and effective for use in learning in grade IV of Elementary School Negeri Baranangsiang. This research is expected to contribute to the form of innovative learning media products that can improve the quality of learning in the digital era.

## **METHODS**

### ***Research Type and Design***

This research uses the Research and Development (R&D) method with the ADDIE model approach which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2022). The ADDIE model was chosen because it is systematic and provides clear guidance in every stage of the development of learning media.

### ***Research Subject***

The subjects of the study were 18 students of class IV-A Elementary School Baranangsiang and 1 class teacher. The research validators consisted of 4 people, namely 1 media expert (lecturer at Pakuan University), 1 linguist (lecturer at Pakuan University), 1 lecturer material expert (lecturer at Pakuan University), and 1 teacher material expert (grade IV teacher at Elementary School Baranangsiang).

### ***Research Procedure***

The research procedure follows the stages of the ADDIE model as follows:

1. **Analysis Stage:** Needs analysis was carried out through observation and interviews with grade IV-A teachers to identify learning problems, such as the dominance of lecture methods, lack of media variation, and low use of technology in learning.
2. **Design Stage:** Design is designed to look and structure the content of interesting media in accordance with the material on the Benefits of Diversity and Preserving Cultural Diversity. At this stage, validation instruments for experts were also prepared, as well as response questionnaires for classroom teachers and students.

3. Development Stage: Media is developed using the Articulate Storyline 3 application and is tested by four validators (media experts, linguists, lecturer material experts, and teacher material experts) who provide input for media improvement.
4. Implementation Stage: A direct trial was carried out in class IV-A Elementary School Baranangsiang with 18 students and accompanied by a classroom teacher to measure the effectiveness of the media and get user responses.
5. Evaluation Stage: An analysis of media feasibility results was carried out by providing response questionnaires to classroom teachers and students to assess the feasibility of media.

### **Research Instruments**

The instruments used in this study are:

1. Media expert validation sheet covering aspects of display, color use, typography, and navigation.
2. Linguist validation sheet which includes aspects of the accuracy of language use, sentence clarity, and suitability with the characteristics of students.
3. A validation sheet for material experts which includes aspects of material suitability with basic competencies, concept correctness, and presentation systematics.
4. Teacher response questionnaire which includes aspects of ease of use, attractiveness, and usefulness of media.
5. Student response questionnaire which includes aspects of appearance, ease of use, and learning interest.

### **Data Analysis Techniques**

The data from expert validation results and user response questionnaires were analyzed quantitatively descriptively using the percentage technique with the formula:

$$\text{Eligibility Percentage} = (\text{Acquisition Score} / \text{Maximum Score}) \times 100\%$$

The eligibility criteria refer to Arikunto (2019) as follows:

Table 1: Product Assessment eligibility criteria

<b>Percentage</b>	<b>Criteria</b>
<b>81% - 100%</b>	Highly Worth It
<b>61% - 80%</b>	Worthy
<b>41% - 60%</b>	Quite Decent
<b>21% - 40%</b>	Less Worthy
<b>0% - 20%</b>	Not Eligible

## RESULTS & DISCUSSION

### *Result*

#### *Analysis Stage*

The results of the needs analysis show that learning in grade IV of Elementary School Baranangsiang is still dominated by the lecture method with the use of package books as the main medium. Teachers have difficulties in developing interesting and interactive digital learning media. Students need learning media that is varied, interesting, and can accommodate their various learning styles.

#### *Design Stage*

At the design stage, the design of learning media is prepared which includes the creation of flowcharts, storyboards, and media display designs. Learning media is designed with an attractive appearance using color combinations that suit the characteristics of elementary school students. The content structure is systematically arranged starting from the opening page, main menu, presentation of material, evaluation, to closing.

#### *Development Stage*

Learning media is developed using the Articulate Storyline 3 application by integrating various multimedia elements such as text, images, audio, video, and animation. Interactive features such as navigation buttons, quizzes, and simulations are added to increase learner engagement in learning. After the initial product was developed, it was validated by four experts with the following results:

Table 2. Expert Validation Results

Yes	Validator	Percentage	Criteria
1	Media Member	97%	Highly Worth It
2	Linguist	91%	Highly Worth It
3	Lecturer Material Expert	84%	Highly Worth It
4	Teacher Material Expert	95%	Highly Worth It

The results of the validation of media experts showed a percentage of 97% with very feasible criteria. The validator gave a positive assessment of the visual appearance, layout, color selection, and media navigation aspects. The improvement suggestion given is to adjust the font size in some parts to make it easier to read (Ernawati & Sukardiyono, 2017).

The results of the linguist validation showed a percentage of 91% with very feasible criteria. The validator assessed that the use of language was in accordance with the characteristics of grade IV elementary school students, the sentences used

were clear and easy to understand. The suggestions for improvement given are the correction of some typing errors and adjustments to terms that are more familiar to students.

The results of the validation of lecturer material experts showed a percentage of 84% with very feasible criteria. The validator provides an assessment that the material presented is in accordance with the basic competencies and learning outcomes of the Independent Curriculum. The suggestions for improvement given are the addition of more diverse concrete examples of cultural diversity in Indonesia.

The results of the teacher's subject matter expert validation showed a percentage of 95% with very feasible criteria. Validators who are education practitioners provide an assessment that the media is very suitable for learning needs in the classroom and can help students understand the material better. The improvement suggestions given are the addition of practice questions with varying levels of difficulty.

*Implementation Stage*

The learning media was implemented in class IV-A Elementary School Baranangsiang with 18 students. The implementation process was carried out in two learning meetings with a duration of 2 × 35 minutes each. At the first meeting, the teacher introduced the learning media and guided the students in using the available features. In the second meeting, students used the media independently to study the material and do evaluations.

The results of the teacher's response questionnaire showed a percentage of 98% with very feasible criteria. Teachers responded positively to the ease of use of media, attractiveness of appearance, and the usefulness of media in helping to convey learning materials. The teacher stated that this learning media is very helpful in creating a more active and fun learning atmosphere.

Table 3. Results of Teacher and Student Responses

Yes	They respond	Percentage	Criteria
1	Classroom Teacher	98%	Highly Worth It
2	Students	95%	Highly Worth It

The results of the student response questionnaire showed a percentage of 95% with very feasible criteria. Most learners responded positively to the attractive display of the media, ease of use, and easy-to-understand material. Students stated that learning using Articulate Storyline 3 media was more fun and less boring than conventional learning (Asyhari & Sa'adah, 2022).

### *Evaluation Stage*

Based on the results of expert validation and user response questionnaires, it can be concluded that Articulate Storyline 3-based learning media on the benefits of Diversity and Preserving Cultural Diversity material is very feasible to be used as a learning medium in grade IV of elementary school. The average total percentage of eligibility from all aspects of the assessment was 93.3% with the category very feasible.

## **DISCUSSION**

The results of the study showed that the development of learning media based on Articulate Storyline 3 on the material Benefits of Diversity and Preserving Cultural Diversity obtained excellent results with an average feasibility percentage of 93.3%. These results are in line with the research of Utari and Ramadan (2023) who developed an interactive learning media based on Articulate Storyline 3 for social and cultural diversity materials with validation results of 93.3% of the very feasible category. Similarly, Rachmawati et al.'s (2023) research developed interactive multimedia based on Articulate Storyline 3 as an alternative learning media for Indonesian geographical characteristics material in elementary schools with positive results.

The advantage of Articulate Storyline 3-based learning media lies in its ability to integrate various multimedia elements in one easy-to-use platform (Batubara, 2021). Interactive features such as navigation buttons, quizzes, simulations, and self-evaluation allow learners to actively engage in learning and obtain feedback directly (Idris et al., 2023). This is very important to increase students' motivation to learn and understand the concepts of the material being studied.

The results of the implementation of learning media showed a very positive response from both teachers and students. The teacher's response, which reached 98%, showed that this learning media was very helpful for teachers in delivering material more effectively and efficiently. This learning media also makes it easier for teachers to manage learning because it is equipped with a self-evaluation feature that can provide direct feedback to students (Ibrahim et al., 2023).

The response of students, which reached 95%, showed that this learning media was very interesting and fun for students. Students are more motivated to learn because learning becomes more interactive and not boring (Husna & Supriyadi, 2023). Interactive features such as quizzes and simulations make learners more actively engaged in learning and can learn at their own pace. This is in line with constructivist learning theory which emphasizes student-centered learning.

The use of Articulate Storyline 3-based learning media also provides flexibility in learning because it can be used both online and offline (Nasution & Darwis, 2022). Media can be accessed through computers and mobile devices so that students can learn anytime and anywhere. This flexibility is very important, especially in facing learning challenges in today's digital era.

Some of the limitations in this study include: (1) the research was only conducted in one school with a limited number of subjects so that the results of the research could not be generalized widely, (2) the research only reached the initial implementation and evaluation stage so that it has not measured the long-term impact of media use on student learning outcomes, and (3) the research has not compared the effectiveness of this learning media with other similar learning media.

Nevertheless, the results of this study make an important contribution to the development of learning media in elementary schools, especially in the learning of cultural diversity materials. Learning media based on Articulate Storyline 3 has proven to be an alternative solution to overcome monotonous and less interesting learning problems. This media can also assist teachers in implementing the Independent Curriculum which demands innovative, interactive, and student-centered learning.

The practical implication of this study is that teachers can use Articulate Storyline 3-based learning media as a reference to developing learning media on other materials that suit the learning needs of the classroom. Schools also need to provide support in the form of digital learning media development training for teachers to develop creative and innovative learning media in accordance with the demands of learning in the digital era (Sevtia et al., 2022).

## **CONCLUSION**

Based on the results of the research and discussion, it can be concluded that the development of learning media based on Articulate Storyline 3 on the material Benefits of Diversity and Preserving Cultural Diversity for grade IV elementary school is stated to be very feasible to be used as a learning medium. This is evidenced by the validation results of media experts (97%), linguists (91%), lecturer material experts (84%), teacher material experts (95%), teacher responses (98%), and student responses (95%) which are all in the very feasible category. The learning media developed can increase students' learning motivation, active participation, and understanding of cultural diversity materials. This medium also makes it easier for teachers to deliver learning materials in a more interesting and effective way. Thus, Articulate Storyline 3-based learning media can be an alternative solution to overcome monotonous learning problems and improve the quality of learning in elementary schools.

Based on the results of the research, it is recommended to: (1) teachers to utilize Articulate Storyline 3-based learning media as an innovative and interesting learning media alternative, (2) schools to provide facilities and support for teachers in developing digital learning media, (3) further researchers to develop Articulate Storyline 3-based learning media on other materials and measure its effectiveness on student learning outcomes more in-depth, and (4) the next researcher to conduct comparative research between Articulate Storyline 3-based learning media and other learning media to find out the advantages of each media.

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