

**THE DEVELOPMENT OF INTERACTIVE ARTICULATE  
STORYLINE MEDIA TOWARD CIVIC EDUCATION  
AT MADRASAH IBTIDAIYAH NEGERI  
(MIN) 1 BANYUWANGI**

**THESIS**

**Advisor: Nina Sutrisno, M.Pd.**



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**STATE ISLAMIC UNIVERSITY  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHING TRAINING  
NOVEMBER 2023**

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Submitted to Kiai Haji Achmad Siddiq Jember State Islamic University  
To fulfil one of the requirements to obtain  
Bachelor of Education (S.Pd) Degree  
Department of Islamic Education and Languages  
Faculty of Tarbiyah and Teaching Training (FTIK)  
Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program



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Department of Islamic Education and Languages  
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Madrasah Ibtidaiyah Teacher Education (PGMI) Study Program

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## MOTTO

وَأَعْتَصِمُوا بِحَبْلِ اللَّهِ جَمِيعًا وَلَا تَفَرَّقُوا ۗ وَاذْكُرُوا نِعْمَتَ اللَّهِ عَلَيْكُمْ إِذْ كُنْتُمْ أَعْدَاءً  
فَأَلَّفَ بَيْنَ قُلُوبِكُمْ فَأَصْبَحْتُمْ بِنِعْمَتِهِ إِخْوَانًا وَكُنْتُمْ عَلَىٰ شَفَا حُفْرَةٍ مِنَ النَّارِ  
فَأَنْقَذَكُمْ مِنْهَا كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ لَعَلَّكُمْ تَهْتَدُونَ ﴿١٠٣﴾

Meaning: "And hold fast all of you to the rope (religion) of Allah, and do not be divided, and remember Allah's favor upon you when you were (in the days of jahiliyyah) enemies, then Allah united your hearts, so that by His grace you became brothers, while (then) you were on the brink of hell, then Allah saved you from there. Thus, Allah explains His verses to you so that you may be guided".<sup>1</sup> (QS. Al- Imron :103)



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<sup>1</sup> Ministry of Religious Affairs, Al-Qur'an and Translation (Jakarta: Fokus Media, 2011)

## PREFACE

All praise to Allah SWT, who is the most compassionate and merciful and Sholawat and greetings may be showered on the Prophet Muhammad SAW. I am grateful for finally My gratitude for making it easy for me to complete this final project. Hopefully, this thesis will get His Ridho. I dedicate this work to my loved ones:

1. My parents, Mr. H.Khoiron Abiid and Mrs. Hj Nurul Nafisah. Thank you for your prayers, support, and abundant heartfelt love, which educated me from childhood to pursue education in college today. May he be given health and a long and blessed life, Aamiin?
2. My younger siblings, Muhammad Fiyan Azizi and Muhammad Khoirul Ibad, have provided support and prayers. Hopefully, this work can make you more proud of me.

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## FOREWORD

Alhamdulillah, all praise is due to Allah SWT, who has bestowed his grace and guidance so that the author can complete this thesis with the title "The development of Interactive Articulate Storyline Media toward Civic Education at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi". Sholawat and salam may remain devoted to the Prophet Muhammad SAW, who has guided us from jahiliyyah to the brightly lit age of Islam. The author can complete this thesis supported by many people, of course. Therefore, the author expresses his gratitude to:

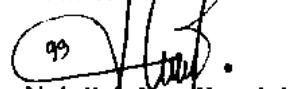
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8. Students of class V-C MIN 1 Banyuwangi who have been willing to help and contribute as subjects in the research.
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No words can be uttered other than prayers and a big thank you. May Allah SWT reward goodness for all the services that have been given. The author realizes that this thesis could be better. Therefore, the author expects constructive criticism and suggestions to perfect this thesis.

Jember, Oktober 02, 2023

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## ABSTRACT

**Nahdiah Nur Fauziah, 2023:** The Development of Interactive Articulate Storyline Media toward Civic Education at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi.

**Keywords:** Interactive Media, Articulate Storyline, and Civic Education

Many media are used in learning at MIN 1 Banyuwangi, including PowerPoint media. PowerPoint media is applied to fifth-grade students because, at that time, many students still had difficulty learning Civics material, so the teacher used PowerPoint learning media. Researchers are interested in developing media that starts from PowerPoint learning media to articulate storyline media so that the media can be effective for students. The media researchers will produce will enable students to interact directly with articulate storyline learning media.

This development research has the following problem formulations: 1. How is the product designed to develop articulate storyline interactive media in learning Civic Education for fifth-grade students MIN 1 Banyuwangi? 2. How is the feasibility of interactive media articulate storyline in learning Civic Education for fifth-grade students MIN 1 Banyuwangi? 3. How is the practicality of interactive media articulate storyline in learning Civic Education for fifth-grade students MIN 1 Banyuwangi?

This research used the RND research method with the ADDIE research model. This research was conducted at MIN 1 Banyuwangi in fifth grade with 29 students. The ADDIE development model consists of 5 stages: analysis, design, development, implementation, and evaluation. Product trials were conducted by two validators (material and media expert tests) and two respondents (field trials). The data were collected through observation, interviews, questionnaires, and documentation. Further, the data was analyzed by using Likert and Guttman scale.

The findings of the research were: 1). Product design of articulate storyline interactive media consists of 12 menus. The initial setup of the media is in the form of a cover, then the main menu, introduction, competency standards, button instructions, material, quiz guide, quiz, answer review, learning resources, information, and cover. 2). The feasibility of articulate storyline interactive media is proven by validation tests conducted by two validators: material expert and media expert validators. The average presentation results of validation by two validators obtained an average value of 93%, which means that the media can be categorized as valid or feasible to use. 3). The practicality of interactive media meaning of storyline skin can be known when conducting media trials in classroom learning. The trial process was carried out by two respondents, namely the response of educators and students. The results of the average two responses amounted to 93% so that the media can attract students' attention.

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## CHAPTER I

### INTRODUCTION

#### A. Background

Many media are used in learning at MIN 1 Banyuwangi, including articulate storyline media. Researchers are interested in conducting this research because the media still needs to be developed again so that it can have more value and the media can be helpful to students. Media does not only come from educators to students but can also be with students to educators as enrichment material to the extent of understanding these students. Interactive media articulate storyline differs slightly from articulate storyline media because interactive learners use articulate storyline media. Interactive media is a digital service that allows users to apply it with content such as text, moving images, animation, and video games and videos. Interactive media is focused on helping users in media engagement that aims to understand students' learning process, can bring exciting features into the system, and provide interaction to students so that it will have a better impact or effect.

Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi is located at Jalan Adi Sucipto Number 112 Sobo Banyuwangi, one of the institutions under the auspices of the Ministry of Religion.<sup>2</sup> The National Education System is regulated in Law Number 20 of 2003 in Chapter 1, article 1 states that:<sup>3</sup> Education is a way of life to improve one ability to live and be able to carry out the process of life as a whole perfectly so that one can become an educated

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<sup>2</sup> Observation 1 in class V-C MIN 1 Banyuwangi, March 2023

<sup>3</sup> Law, Republic of Indonesia No. 20 of 2003, National Education System, (Jakarta: Republika, 2003)

human being, both cognitively, affectively, and psychomotor. Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi educators need learning media or tools to achieve learning effectiveness. Still, in the application of learning media, it can be developed again because of several factors that support including an educator rarely uses learning media. , so learning is sometimes dull and does not attract students' interest in learning in the classroom. At their age, of course, they prefer to play around while in class actively. Crowding during learning hours is also common. Therefore, exciting learning media can increase learning effectiveness and achieve learning objectives, especially for students who still need to improve in class V material.

Media comes from the Latin "medius," which means introduction or intermediary. Meanwhile, in Arabic, the press introduces the message from the sender to the recipient.<sup>4</sup> Media is a material to deliver learning or messages with students' interest, attention, views, and interests during education to achieve the expected goals. Media has a significant role in the success of students' learning, with media interest that is used creatively attracting children's curiosity and is fun when used.<sup>5</sup>

Teachers use learning media to deliver material so it can be adequately conveyed. Learning media has the function of fostering learning motivation, repetition of material that has been known, stimulus, activation of responses

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<sup>4</sup> Sumiharsono, R., & Hasanah, H. (2017). *“Learning Media: Required Reading Book for Lecturers, Teachers and Prospective Educators.”* Eternal Library.

<sup>5</sup> Ahmad Suryadi, *“Learning Technology and Media,”* (Sukabumi, West Java: CV Jejak, 2020). Page 21.

from students, and matching training.<sup>6</sup> According to Nasution, learning media is an intermediary for transmitting learning.<sup>7</sup> However, the teacher's learning media often bored students with the press. Therefore, learning media must also develop or improve each time to know the value of the media's usability. Consequently, the media is an intermediary in delivering material to make it easier to understand the material obtained. The material here is a message, and the sender of the message is the educator, while the recipient of the message is the student.

Various components of teacher mastery during the learning process are assisted and supported by media and technology that is expected to develop student's learning potential. The media and technology in question can be used to achieve cognitive, affective, and psychomotor aspects.<sup>8</sup> Permendiknas No.16 of 2007 states that an educator has the skills to use learning media in the subject matter taught to achieve a learning goal.<sup>9</sup>

So, an educator must be creative and have their way with students according to their respective characteristics to understand the material presented. So, we are asked to make or create media as enjoyable as possible by adjusting the material to be delivered so that learning becomes more varied and students are not bored in education.

During the learning process, teachers usually use tools. These tools can

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<sup>6</sup> Ina Magdalena, "*Bareng Tulisan tentang Media Pembelajaran SD*", (Sukabumi, West Java: CV Jejak, 2020). Page 8

<sup>7</sup> Rahmi Mudia Alti, "*Learning Media Development*", (Makassar: CV Tohar Media, 2022). Page 50

<sup>8</sup> Cecep Kustandi & Daddy Darmawan, "*Learning Media Development*", (Jakarta: Kencana, 2020). Page 5

<sup>9</sup> Permendiknas No.16 of 2007 (Jakarta: Sinar Grafika, 2007)



be called learning media. One example of learning media can be Articulate Storyline. Articulate Storyline Media is an interactive device with many animation, audio, and video features. This media is similar to PowerPoint, but more features are available on the device. This Articulate Storyline media appeals to students or those who see it because, on each slide of the page, there will be an exciting surprise accompanied by images and animations. Articulate Storyline media is a suitable tool to help educators deliver subject matter so that it is not dull.<sup>10</sup>

Articulate Storyline Media is software for creating interactive learning media, e-learning, or online courses. The software provides various features such as slide creation, animation settings, audio and video usage, and integration with other e-learning platforms. In addition, Articulate Storyline also supports the creation of online courses that can be accessed through multiple devices such as desktops, laptops, tablets, or smartphones. In developing online systems using Articulate Storyline, users can choose from various templates and visual styles provided or can create courses from scratch by utilizing the drag-and-drop feature. Articulate Storyline is also equipped with a testing feature so that users can understand the material learned through the media that has been applied.<sup>11</sup>

The Qur'an surah An-Naml verses 29-31 has explained about learning media which reads:

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<sup>10</sup> Wandah Wibowo, *"Design and Programming of Interactive Learning Multimedia"*, (Patrang, Jember: Cerdas Ulet Kreatif, 2017). Page 48

<sup>11</sup> Gunawar, Dalmi, et al., *"Simple Interactive Learning Media for MI / SD"*, (Bantul, Yogyakarta: K.Media Publisher, 2022). Page 3

قَالَتْ يَا أَيُّهَا الْمَلَأُوْا إِنِّي أُلْقِيَ إِلَيْ كِتَابٍ كَرِيمٍ ﴿٥١﴾ إِنَّهُ مِنْ سُلَيْمَانَ وَإِنَّهُ بِسْمِ  
 اللَّهِ الرَّحْمَنِ الرَّحِيمِ ﴿٥٢﴾ أَلَّا تَعْلَمُوْا عَلَيَّ وَأُتُوْنِي مُسْلِمِيْنَ ﴿٥٣﴾

Meaning: "She (Balqis) said, "O princes! Verily, a noble letter has been delivered to me." Indeed, it was from Solomon, saying, "In the name of Allah, the Most Compassionate, the Most Merciful, do not act arrogantly towards me and come to me as one who surrenders."<sup>12</sup>

In the Qur'an surah An-Naml verses 29-31, it has been explained that the media is the same as a letter made and sent to the recipient of the message. Learning media is also like a letter created by educators and addressed to students.

In learning in the classroom, educators have a lot of media that will be given to students, one of which is by using interactive media articulate storyline which can provide exciting effects, because in each slide there are animations, images, and music which when opened displays material and practice questions in the form of quizzes.<sup>13</sup> Therefore, the articulate storyline interactive media is appropriate to be applied in class to students because the articulate storyline interactive media can make students interested in learning. This articulate storyline media is almost similar to PowerPoint media; it's just different in the slide display with more animation variations on the articulate storyline. On the first slide, when played, there is music, and it contains the login page for students.

<sup>12</sup> Department of Religious Affairs, RI. "Al-Qur`an and its Translation", (Bandung: Diponegoro). 281.

<sup>13</sup> Riski Wahyu Maesharoh & Tijan, "Development of Civics Learning Media Using Articulate Storyline 3", (Semarang, Central Java: Cahya Ghani Recovery, 2022). Page 11

Based on the initial observations made by researchers at MIN 1 Banyuwangi, information was obtained that the school had just implemented the independent curriculum. The independent curriculum is only applied to students in grades I and IV. Implementing the independent curriculum at MIN 1 Banyuwangi is carried out in stages. During the pre-observation, the researcher observed the learning performance at MIN 1 Banyuwangi, where the teacher's learning methods were still general, using the lecture and question-and-answer learning methods.<sup>14</sup> Based on interviews with V-C class teachers, MIN 1 Banyuwangi has used PowerPoint media but only contains quizzes, while the material is not there, so the press does not attract students' attention. Therefore, researchers desire to develop interactive media to articulate storyline civic education (PKn) subjects that are not only in the form of material and quizzes but also in the form of decorative animations that are as interesting as possible.

Applying articulate storyline interactive media previously used by educators at MIN 1 Banyuwangi is good. Still, it needs development so that the media can be effective and meet students' needs. Because the previous articulate storyline interactive press was only in the form of power points containing only quizzes without animation and songs. So, I will develop it into an interactive media articulate storyline by adding several features of moving images, songs, animations, and video games. MIN 1 Banyuwangi institution has used articulate storyline interactive media because it follows the time's

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<sup>14</sup> Observation in class V-C MIN 1 Banyuwangi, March 2023

researchers research the development of the already exciting press.

According to Mr. Wawan Taufiqur Rahman, S.Pd, the teacher of fifth-grade MIN 1 Banyuwangi in the use of interactive media articulate storyline for fifth-grade MIN 1 Banyuwangi students, especially in the subject of Civics Education (PKn) should be developed, because the press used previously was exciting but limited to slides containing quizzes only.<sup>15</sup> There was also no animation and music on the slides in the previously used media, so students felt bored if the learning only displayed practice questions. Mr. Slamet, S.Pd also argued that using articulate storyline interactive media for students of fifth-grade MIN 1 Banyuwangi also needs to be developed again because, in the press, students already feel invited to learn by playing quizzes. Still, there is yet to be a continuation in the media. Hence, the media needs to be developed again by adding material, quizzes, animated materials, and music that can attract students' attention.<sup>16</sup> So that students feel motivated by the use of articulate storyline media when learning takes place.

Learning media is already familiar in the world of education. Many educators in elementary schools have used learning media, especially in Civics Education (Civics) subjects. Educators need clarification to take students' hearts and attention to focus on learning in class. Articulate storyline media is an interactive learning media with features such as slide creation, animation settings, audio and video usage, and integration with various other e-learning platforms. The articulate storyline is in the form of slides containing material

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<sup>15</sup> Wawan Taufiqur Rahman, interviewed by the author, Banyuwangi March 10, 2023

<sup>16</sup> Slamet, interviewed by the author, Banyuwangi, March 10, 2023

and practice questions that educators will deliver. Based on the description above, researchers set articulate storyline media to be developed at MIN 1 Banyuwangi so that the media can be effective.<sup>17</sup> The purpose of articulate storyline interactive media is to make it easier for educators to deliver learning materials.

Based on the pre-observation with V-C class teachers at MIN 1 Banyuwangi on March 10, 2023, some students still need help understanding the material and feel bored in learning Civics Education (PKn). Monotonous students listen to explanations from educators, then do assignments, correct the results of each answer sheet, and then score. Educators still need to activate students in their learning activities. Researchers will develop products or articulate storyline learning media using the R&D (Research and Development) method.<sup>18</sup> The development model used in this research is the ADDIE development model, which consists of analysis, design, development, implementation, and evaluation. This ADDIE development model was developed by Dick and Carry in 1996 to stimulate learning systems.

Based on the explanation of the background of the problem above, the researcher will develop an interactive media articulate storyline for Civics Education (PKn) subjects. Researchers are interested in conducting research titled "The development of Interactive Articulate Storyline Media toward Civic Education at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi".

## **B. Problem Formulation**

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<sup>17</sup> Documentation at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi, 2023

<sup>18</sup> Benny A Pribadi, "*Addie & RnD Model Development Research*", (Pasuruan: Perum Sekar Indah, 2020).33

Based on this background, the problem formulation is organized as follows:

1. How is the product design of articulate storyline interactive media toward Civic Education at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi?
2. What is the feasibility of developing interactive media articulate storyline in learning Civic Education at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi?
3. How is the practicality of developing interactive media articulate storyline in learning Civic Education at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi?

#### **C. Research and Development Objectives**

1. Produce products in the form of interactive media to articulate a storyline in learning Civic Education at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi.
2. To testing the feasibility of interactive media articulate storyline in learning Civic Education at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi
3. To knowing the practicality of interactive media articulate storyline in learning Civic Education at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi.

#### **D. Expected Product Specifications**

The results of the products developed by this research and development are interactive media articulate storyline in learning Civic Education (PKn) at MIN 1 Banyuwangi. Then the specifications that will be developed include:

1. The cover slide contains the initial login of students using the articulate storyline interactive media, which includes the student's identity, name, and school origin. The student needs to fill in the login identity on the cover to open the following page on the media.
2. The second slide of the main menu contains several menus that will be displayed on the media. The menus include competency standards, an introduction, button instructions, material, a quiz, and information. Students will move to the pressed slide when they press the menu button.
3. On the button instructions slide, there are several explanations related to the buttons on the articulate storyline interactive media so that students can use the media.
4. The articulate storyline interactive media material slide contains Civics fifth-grade material on unity and diversity.
5. On the quiz slide, students are encouraged to do practice questions. And there are results from student work on the quiz results slide.
6. Articulate storyline interactive media contains easy-to-understand material explanations and exciting animations.
7. Articulate storyline interactive media contains images and quizzes that will make the learning atmosphere exciting, active, and fun.

8. Articulate storyline interactive media is also equipped with questions that can be used to test and hone students' abilities around the material of unity and diversity of fifth-grade students.
9. Articulate storyline interactive media uses several colors that follow the peculiarities of MI / SD students.
10. Using fonts from Canva and Comic Soon designs.
11. Interactive learning media articulate a storyline in the form of games.
12. Media content section:
  - 1) Slide 1 cover.
  - 2) Slide 2 main menu.
  - 3) Slide 3 competency standards.
  - 4) Slide 4 introduction.
  - 5) Slide 5 button instructions.
  - 6) Slide 6 material.
  - 7) Slide 7 quiz guide.
  - 8) Slide 8 quiz.
  - 9) Slide 9 result.
  - 10) Slide 10 information.
  - 11) Slide 11 learning resources.
  - 12) Slide 12 developer profile.
  - 13) Slide 13 profile of the supervisor.
  - 14) Slide 14 material expert profile.
  - 15) Slide 15 media expert profile.



16) Slide 16 closing.

### **E. Importance of Research and Development**

The reasons for the importance of this research and development include the following:

1. The use of media in learning Civic Education (PKn) is reduced.
2. Developing learning media in Civics Education (PKn) based on a product is necessary.

Based on the description above, the results of research and development are expected to provide the following benefits:

#### **1. For Learners**

- a. As a view in developing an understanding of the material in learning Civics Education (PKn) according to their respective abilities in this increasingly sophisticated development, namely the era of technological development.
- b. Students can study individually at home with the help of articulate storyline media.

#### **2. For Teachers**

- a. As a source of learning media for educators in Civics Education (PKn) learning process.
- b. Able to assist and facilitate educators in the learning process by providing understanding to learners and guiding students in building student knowledge.

- c. As an alternative approach to learning Civics Education (Civics) that is more interesting and fun, it can improve understanding quality with the innovation of articulate storyline media. It can encourage educators to always add knowledge.

### **3. For Schools**

Learning media can provide benefits and become a foundation for institutions or schools regarding developing learning media for Civics Education (PKn) on unity and diversity. This research can be an evaluation and input for determining policies to help improve learning effectiveness. Schools are expected to be able to use information and communication technology such as computers, media, and teaching aids.

### **4. For Researchers**

I am adding insight, creativity, and innovation to developing interactive and exciting articulate storylines in interactive media.

### **5. For Kiai Haji Achmad Siddiq Jember State Islamic University**

Can be reading material (used as literature) for Kiai Haji Achmad Siddiq Jember State Islamic University institutions and students interested in developing interactive media articulate storylines in Civics Education (PKn) MI / SD.

### **6. Other Researchers**

- a. As an encouragement to continue to add insight, work, and understanding of the object to be studied so that it can meet the

developing media and continue to be developed, and of course, as a forum or provision for further research.

- b. We can continue this research to see the effect of this media on students' abilities in the Civic Education (PKn) field.

## **F. Development Assumptions and Limitations**

The assumptions of articulate storyline interactive media development are as follows:

1. Articulate storyline interactive media can be applied to laptops, cellphones, and Android.
2. This product can increase students' interest in Civic Education (PKn) subjects.
3. This articulate storyline interactive media can be applied to all fifth-grade students in elementary/madrasah Ibtidaiyah civic education subjects.
4. Articulate storyline learning media can be displayed offline or online.

Limitations of articulate storyline interactive media include:

1. In developing articulate storyline interactive media, researchers focused on Civic Education (PKn) fifth-grade subjects.
2. The subjects in this study were students at MIN 1 Banyuwangi.

## **G. Definition of Terms**

1. Learning Media MI / SD

Learning media can channel messages that stimulate students' feelings, thoughts, attention, and willingness to learn.<sup>19</sup> While the media

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<sup>19</sup> Capi Riyana, "*Learning Media*", (Jakarta: 2012). Page 9

itself is a tool used by the teacher in the learning process to obtain the goals to be achieved, the learning media in this study uses articulate storyline learning media, an application-shaped media that contains text, images, animations, effects, music, quiz videos, practice questions, and question discussions. Articulate storyline learning media with music and effects to stimulate student attraction when using it.

Interactive learning media is a relationship between humans and users.<sup>20</sup> Interactive learning media is an interaction between users and products that both have a reciprocal relationship with the aim of users getting the desired information on the product.

## 2. Articulate Storyline Learning Media

Articulate storyline media is a learning media in the form of an application with exciting effects on learning that students can apply to increase their curiosity about the material.<sup>21</sup> Articulate storyline media also includes media that attract students' attention, with several pages already available. Articulate storyline media is also no less attractive than other interactive media such as Adobe Flash, Macromedia Flash, and many different types of interactive media. The advantages of articulate storyline interactive media are an application that is applied offline and online. The features of articulate storyline media are complete, like Flash and interface, and also easy, like PowerPoint, so that it can be used as interactive

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<sup>20</sup> Darmawaty (et al.), "Development of Interactive Learning Media in Economic Learning," 2, 2, (Dec.), 2015, pp. 4, accessed on March 2015

<sup>21</sup> Wahyu Riski, "Development of PPKN Learning Media Assisted by AS3" (Semarang, Central Java, 2022). 4.

multimedia. Using a learning display in the form of presentations and games will be more appealing and more readily accepted by students to avoid boredom in learning. Therefore, this articulate storyline application has more appeal because various types are desired, such as text, images, video, audio, etc. In this study, researchers articulate storyline learning media focused on fifth-grade Civics Education (PKn) material. With this application, students can quickly receive Civics Education subject matter.

### 3. Learning Civic Education (PKn)

Civic Education (PKn) is learning that can form civic knowledge, civic skills, and civic disposition in students to create good citizens. In forming student character, the primary focus is Civics Education (PKn) because it directs the aspects of personality in Pancasila. Developing attitudes, mindsets, and behavior is a significant part of Civic Education (PKn).<sup>22</sup> The material on unity and diversity in Civic Education (PKn) is taught to students to know that the various ethnicities and cultures can unite into a unified and harmonious whole. And also about the importance of maintaining the spirit of unity and diversity.

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<sup>22</sup> Ruminiati. 2007. *"Development of elementary civic education"*. Jakarta: Directorate General of Higher Education, Ministry of National Education.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

Researchers have searched for references from theses, theses, or other journals related to the development of articulate storyline interactive media from previous studies, including the following:<sup>23</sup>

1. Tabah Gulo with the title "Development of Articulate Storyline Media to Motivate Learning in Civics Learning in Grade V Elementary School." This research aims to develop a product in articulate storyline media to encourage students to learn Civics. The subjects in this study were fifth-grade students at SDN Bendungan Hilir at midnight. This research develops the Hannafin and Peck development model, which is used with three stages: needs analysis, design, and development or implementation.

The results of the product feasibility test state that the media that aims to motivate students to learn has an average of 82.70%, so the media is said to be "Very Feasible ."Not only that but filling out questionnaires to students for product testing also shows that the media is successful and can motivate students to learn.<sup>24</sup> The details of this research trial include 94.22%, including individual trials, 93.55%, including small group trials, and 95.42%, including large group trials, so that the media can be declared "Very Good."

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<sup>23</sup> Compilation Team, *"Guidelines for Writing Scientific Writing,"* (Jember: IAIN Jember Press, 2018), 45.

<sup>24</sup> Tabah Gulo, *"Development of Articulate Storyline Media to Motivate Learning in Civics Learning in Grade V Elementary School ."*(Thesis: State University of Jakarta, 2021)

This study uses Articulate Storyline for Civics learning and uses the type of R&D (Research and Development) research. However, this research model differs from the researchers because it uses the Hannafin and Peck model, which has three stages: needs analysis, design, and development or implementation. This research aims at students, the subjects of which are grade V students of SDN Bendungan Hilir.



Picture 2. 6

### *Articulate Storyline Tabah Gulo Media*

- Fadhilah Alfiani with the title "Development of Interactive Media Articulate Storyline Problem-Based Learning in Civics Learning Grade IV Elementary School ."This study aimed to develop and determine the feasibility of a problem-based articulate storyline media in Civics learning grade IV elementary school. The method used is (R&D) with the ADDIE model. The data analysis method used is quantitative and qualitative.

Three validators, media, material, and language validators, as well as grade IV students, tested the feasibility of the press.

The results of the study are based on the average value of the validation test of the media: 90% material, 94% media, and 95% language with "very feasible" criteria; and individual, small group, and field trials are 98% in the "Very Feasible" standards. It is concluded that the problem-based articulate storyline media can understand the material.<sup>25</sup> In this case, using Articulate Storyline media for Civics learning also uses the ADDIE model R&D research type. The difference is focused on students in grade IV SD / MI and problem-based media.



**Picture 2. 7**

***Articulate Storyline Fadhilah Alfiani Media***

3. Tian Febianti, titled "Development of Articulate Storyline Interactive Media in Grade IV Elementary School Mathematics Learning," aims to develop products and determine whether the media is useful for the mathematics subject of grade IV flat building material. SDN Cilangkap I,

<sup>25</sup> Fadhilah Alfiani, "Development of Problem Based Learning Based Articulate Storyline Interactive Media in Civics Learning for Grade IV Elementary School ."(Thesis: State University of Jakarta, 2022)



Depok, is the location of this research. The ADDIE development model uses the research and development (R&D) method.

The trial results on developing Articulate Storyline interactive learning media were conducted on three validators who showed that the press was categorized as "Very Good," with an average score of 95.7%. The trial results state that the interactive learning media articulate storyline for learning is feasible and valid with a percentage of One One 94%, Small Group 90%, and Field Test 86.7%.<sup>26</sup> This research uses Articulate Storyline media and the ADDIE model R&D research type. Unlike the previous study, this research focuses on MTK subjects, and the subjects are fourth-grade students of SDN Cilangkap I, Depok.



**Picture 2. 8**

***Articulate Storyline Tian Febianti Media***

4. Mufih Kurani Haqih with the title "Interactive Multimedia Development Based on Articulate Storyline Software in Thematic Learning Activities ."Aims to produce interactive multimedia products based on articulate storyline software developed for thematic learning. The second goal is to

<sup>26</sup> Tian Febianti, "Development of Articulate Storyline Interactive Media in Grade IV Mathematics Learning at Elementary School." (Thesis: State University of Jakarta, 2022)

determine how effective and how students interact with interactive multimedia. This research uses the RnD approach with Thiagarajan's 4D model, which has four stages: Define, Design, Develop, and Disseminate. SDN Bojong, with 23 fourth-grade students, was the subject.

This research and development results are (1) The "Very Feasible" category carried out by validation from media and material experts to determine the feasibility of this interactive multimedia obtained an average score of 41.7 and 74.3. (2) The "Very Good" category conducted during the student response trial was 91%, and (3) Field trials in small groups, student responses to interactive multimedia averaged 91%.<sup>27</sup> This research uses articulate storyline media and the type of R&D (Research and Development) research. In contrast, this study uses Thiagarajan's 4D model, which consists of 4 stages: Definition, Design, Development, and Distribution. In addition, this study focused on thematic subjects, and the issues were grade I students.



Picture 2. 9

### ***Articulate Storyline Mufih Kurani Haqih Media***

<sup>27</sup> Mufih Kurani Haqih, "Development of Interactive Multimedia Based on Articulate Storyline Software in Thematic Learning Activities ." (Thesis: State University of Jakarta, 2022)

5. Larasati Putri Prasetyo with the title "Development of Mobile Learning Based Articulate Storyline Learning Media in Grade V Elementary Civics Learning ."Aims to develop interactive learning media articulate storyline based on mobile learning related to Civics material about society's rights, obligations, and responsibilities. Grade V students of SDN 04 Karet are the subject of this research. Researchers also use R&D research with the ADDIE model. The evaluation technique used is a Likert scale by analyzing data through interviews with teachers and students.

During its development, media validation reached 95 percent with a feasible description, material validation got 91 percent with a very achievable report, and language validation gained 97 percent with a possible narrative. In addition, five students conducted a one-on-one test with a score of 97% with a very good explanation, ten students conducted a small group test with a score of 94% with a very good description, and twenty students conducted a field test with a score of 97% "Very Good." The results showed that an articulate storyline based on mobile learning on Civics material for Grade V elementary school students was declared valid and feasible when learning online and offline (face-to-face at school).<sup>28</sup> This research uses articulate storyline media and the type of R&D (Research and Development) research with the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation).

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<sup>28</sup> Larasati Putri Prasetyo "Development of Articulate Storyline Learning Media Based on Mobile Learning in Primary V Grade PPKN Learning." (Thesis: State University of Jakarta, 2022)

However, this research is based on mobile learning, and the subjects are V students of SDN 04 Belt.



Picture 2. 10

*Articulate Storyline Larasati Putri Prasetyo Media*

Table 2. 2

**Similarities and Differences  
Previous Research with Research to be Conducted**

No	Researcher Name, Year, and Research Title	Equations	Differences	Results
1.	Tabah Gulo (2021): "Development of Articulate Storyline Media to Motivate Learning in Civics Learning in Grade V Elementary School."	<ul style="list-style-type: none"> <li>a. Use of articulate storyline media.</li> <li>b. Focus on the subject of Civics.</li> <li>c. Type of research R&amp;D (Research and Development).</li> </ul>	<ul style="list-style-type: none"> <li>a. Use of the Hannafin and Peck research and development model</li> <li>b. The object of research is fifth-grade students of SDN Bendungan Hilir.</li> </ul>	The results of the product feasibility test state that the media that aims to motivate students to learn has an average of 82.70%, so the media is said to be "Very Feasible". "Not only that but filling out questionnaires to students for product testing also shows that the media is successful and can motivate students to learn. The details of this research trial

				include 94.22%, including individual trials, 93.55%, including small group trials, and 95.42%, including large group trials, so that the media can be declared "Very Good."
2.	Fadhilah Alfiani (2022): "Development of Articulate Storyline Interactive Media Based on Problem Based Learning in Civics Learning for Grade IV Elementary School."	<ul style="list-style-type: none"> <li>a. Using articulate storyline media.</li> <li>b. This research focuses on the subject of Civics;</li> <li>c. Using R&amp;D</li> <li>d. Using the ADDIE model.</li> </ul>	<ul style="list-style-type: none"> <li>a. The object of research is class IV students.</li> <li>b. Problem-based learning method.</li> </ul>	The results of the study are based on the average value of the validation test of the media: 90% material, 94% media, and 95% language with "very feasible" criteria; and individual, small group, and field trials are 98% in the "Very Feasible" standards. It is concluded that the problem-based articulate storyline media can understand the material.
3.	Tian Febianti (2022): "Development of Articulate Storyline Interactive Media in Grade IV Elementary School Mathematics Learning."	<ul style="list-style-type: none"> <li>a. Using articulate storyline media.</li> <li>b. Using R&amp;D and</li> <li>c. ADDIE development model</li> </ul>	<ul style="list-style-type: none"> <li>a. The purpose of this research is to study the subject of MTK.</li> <li>b. The object of research is fourth-grade students at SDN Cilangkap I, Depok.</li> </ul>	The trial results on developing Articulate Storyline interactive learning media were conducted on three validators who showed that the press was categorized as "Very Good," with an average score of 95.7%. The trial results state that the interactive learning media articulate

				storyline for learning is feasible and valid with a percentage of One One 94%, Small Group 90%, and Field Test 86.7%.
4.	Mufih Kurani Haqih (2022): "Development of Interactive Multimedia Based on Articulate Storyline Software in Thematic Learning Activities."	<ul style="list-style-type: none"> <li>a. Using articulate storyline media.</li> <li>b. Using R&amp;D</li> </ul>	<ul style="list-style-type: none"> <li>a. Thiagarajan developed the 4D model</li> <li>b. Aims to study existing thematic topics in Class IV.</li> <li>c. The subjects are students from Class IV of SDN Bojong.</li> </ul>	The results of this research and development are (1) The "Very Feasible" category conducted by validation from media and material experts to determine the feasibility of this interactive multimedia obtained an average score of 41.7 and 74.3. (2) The "Very Good" category conducted during the student response trial was 91%, and (3) Field trials in small groups, student responses to interactive multimedia averaged 91%.
5.	Larasati Putri Prasetyo (2022): "Development of Articulate Storyline Learning Media Based on Mobile Learning in Grade V Civics Learning."	<ul style="list-style-type: none"> <li>a. Using articulate storyline media.</li> <li>b. Using the R&amp;D research type</li> <li>c. Development model (Analysis, Design, Development, Implementati</li> </ul>	<ul style="list-style-type: none"> <li>a. Focus on Grade V PPKN.</li> <li>b. The subjects are fifth-grade students of SDN 04 Karet</li> <li>c. Based on mobile learning</li> </ul>	During its development, media validation reached 95 percent with a decent description, material validation reached 91 percent with a proper explanation, and language validation reached 97 percent with a reputable report. In addition,

		<p>on, and Evaluation).</p>	<p>five students conducted a one-on-one test with a score of 97% with a very good description, ten students conducted a small group test with a score of 94% with a very good explanation, and twenty students conducted a field test with a score of 97% "Very Good". The results showed that an articulate storyline based on mobile learning on Civics material for Grade V elementary school students was declared valid and feasible when learning online and offline (face-to-face at school).</p>
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Several things have similarities and differences with those conducted by researchers. This research aims to design products to determine the feasibility of media to increase media usability with the ADDIE research and development model. On the other hand, previous research seeks to create products to assess the feasibility and effectiveness of media in learning, and some come from software and problem-based learning and focus on subjects. Previous research used the Hannafin and Peck development model; Thiagarajan created the 4D model, and ADDIE was also used.

The five previous studies have similarities in the media used, subject content, and development models. Still, these differences have little impact due to the references used by the researcher. In addition, this research may achieve several goals, such as product design validation and feasibility testing.

The research entitled "The development of Interactive Articulate Storyline Media toward Civic Education at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi" focuses on improving skills and developing articulate storyline media that does not exist in previous studies.

## B. Theory Review

### 1. MI / SD Learning Media

#### a. Definition of Learning Media MI / SD

Media means intermediary or mediator. Based on the Arabic dictionary, it means a messenger from the sender to the receiver.

Meanwhile, in Latin, "media" refers to the plural form of "medium."<sup>29</sup>

According to Wibawanto, educational media is a variety of knowledge or something that can produce a state of learners to gain attitudes, skills, and understanding.<sup>30</sup>

Learning media is a tool that can help physically or non-physically, used as an introduction between teachers and students

<sup>29</sup> Nurfadhillah Septy. "*Learning Media*". (Tangerang: CV Jejak, 2021). 7.

<sup>30</sup> Wibawanto, W. (2016). "*AS3 Learning Media Design*" (1st ed.). (East Java: Sinar Grafindo, 2016) pp. 23



during learning to facilitate student understanding.<sup>31</sup> Effective and efficient media. The purpose of the media is so that students can absorb the material.<sup>32</sup> Media is a tool in the learning process. Here are some effective ways to achieve good learning media, including:

- 1) Media should be designed simply so that learners can understand it.
- 2) The media should be appropriate to the topic of discussion presented.
- 3) The media should be simple so that students understand.
- 4) The media should be made with materials that are simple and easily accessible but do not reduce their meaning or function.
- 5) The media should be designed in pictures, models, charts, or other easily available forms during design.

From the explanation above, it can be interpreted that learning media is defined as a means or object used to convey material to recipients in the learning process. Media design must be in the effective ways above to accelerate and facilitate student understanding in the learning process. Also, students become more interested in the material presented.

## **b. Principles of SD/MI Learning Media**

### **1) Principles of Learning Media**

<sup>31</sup> M. Basyiruddin Usman & H. Asnawir, *"The Concept of Learning Media"*, (West Java: Ciputat Press, 2002). Page 116

<sup>32</sup> Nurdyansah, *"Innovative Learning Media,"* (Malang: UNMU, 2021), 58.

Principles in learning media include the selection and use of learning media.

a) Principles of Learning Media Selection.

Various principles must be understood when choosing learning media in SD / MI, including:

- (1) In selecting media, it must be equivalent to the formulated objectives.
- (2) Clarity related to a concept from the media.
- (3) Media adaptation to student personality.
- (4) Adjustment of media to the way or model of learning of students and the ability of educators.

- (5) Media adaptation to facilities, environmental conditions, and learning time.<sup>33</sup>

b) Principles of Using Learning Media.

The main principle that must be understood in using learning media in SD / MI during learning is that the media can facilitate students' learning. From there, the view of the media is what a student needs. Because most media is only seen as a teacher's interest. Therefore, so that the media is used for student learning, here are some principles, among others:

- (1) The use of media is adjusted to the objectives to be achieved.

<sup>33</sup> Santi Maudiarti, *"Learning Design Principles: Instructional Design Principles"*. (State University of Jakarta: Prenadamedia Group, 2007),21.

- (2) The use of media is adjusted to the material to be delivered.
- (3) Media use is adjusted to students' circumstances, needs, and interests.
- (4) The use of media must pay attention to effectiveness and efficiency
- (5) Media use is adjusted to the teacher's ability when applying it.<sup>34</sup>

### c. Benefits of SD / MI Learning Media

According to Kemp and Dayton, the benefits of learning media include delivery in learning becomes more structured and standardized, more interactive, more interesting, shortened learning time, improves the quality of learning outcomes, can be delivered when and where learning is needed, and can increase positive attitudes in students.

The teaching and learning process is a communication process, delivering messages from the introducer to the recipient. In the learning process, there is a message to be conveyed. The news is in the form of material or information the recipient will easily absorb. The teacher is the message's sender, and the learner is the message's recipient. When the recipient cannot receive the news, there needs to be a solution that can transmit the message. The benefits of media, more specifically, are:

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<sup>34</sup> Satrianawati, "*Media and Learning Resources*", (Kaliurang, Yogyakarta: DEEPUBLISH CV Budi Utama, 2018). Page 10-33

- 1) Delivery of learning materials can be generalized or uniform.

Thanks to the help of learning media, different understandings between educators can be avoided and reduce the imbalance of information among students wherever they are.

- 2) The learning process becomes more interesting and clear

Media can show information through images, sound, color, and movement to help teachers create a more lively learning atmosphere (not boring).

- 3) The learning process becomes more interactive.

With the media, there will be active two-way communication because without the media, the teacher will tend to talk alone, and there is often one-way communication.

From the explanation above, learning media can improve student learning outcomes: 1. Learning will be more interesting to students so that it can foster a sense of enthusiasm for learning and motivate them. 2. The lesson material will be clearer in meaning so that students can better understand it and can enable students to understand learning objectives. 3. Learning methods will be more colorful or varied, explaining, and educators invite students to participate. 4. Students will do more learning activities because students not only listen but follow LAN activities such as

observing, doing, and demonstrating.<sup>35</sup>

#### d. Types of Learning Media

Rudi Bretz identified the main characteristics of media into three main elements: sound, visual, and motion. Visuals are divided into three categories: images, line graphics, and symbols, a series of structures that the sense of sight can capture. In addition, Bretz distinguishes between recording media and broadcasting media (telecommunication), resulting in eight media classifications:

##### 1) Audio media

Audio media can be interpreted as messages that convey sound or audio messages that can only be heard. This media can stimulate students' thoughts, feelings, attention, and motivation to learn the content of learning materials.<sup>36</sup> Audio media for teaching is intended as material that contains messages in auditive form (sound tapes or sound plates that can be heard and easily understood).

##### 2) Audio-visual media

Audio-visual media is a learning tool that simultaneously displays sound (audio) and images (visual) in one play through various digital applications; it only partially depends on word understanding.

<sup>35</sup> Santi Maudiarti, *"Learning Design Principles: Intrucional Design Principles"*. (State University of Jakarta: Prenadamedia Group, 2007), 21.

<sup>36</sup> Satrianawati et al, *"Learning Media and Learning Resources"*, (Kaliurang, Yogyakarta: DEEPUBLISH CV Budi Utama, 2018). Page 88

According to Izuudin, audio-visual media is often referred to as video media because, in videos, there is a combination of sound and images. Interactive videos can attract learners' attention during learning and stimulate responses to what they see and hear. This allows learners to understand better the message conveyed through the material contained in the video.<sup>37</sup>

### 3) Visual media

Visual media consists of two types: visual media that can be projected and visual media that cannot be launched. Visual media is often used in the learning process. In the learning process, the media is used as a tool. Therefore, teachers are expected to be able

to use various tools available at school and be open to the use of learning media at times. As a teacher, you must at least be able to use cheap and efficient tools to achieve the expected teaching objectives.

## 2. Articulate Storyline Media

### a. Definition of Articulate Storyline

Articulate Storyline Media is a software that can be used when creating material for presentations similar to Microsoft PowerPoint. Articulate Storyline media can also be called software that mixes images, text, video, sound, and animation to produce an interesting product. There are differences when used. The articulate storyline is a

<sup>37</sup> Nokman Riyanto and Anjar Purba Asmara, *"Audio Visual Learning Media"*, (Semarang: University of Muhammadiyah Semarang, 2021), 51

multimedia authoring tool that creates interactive multimedia applications with content in images, text, sound, graphics, video, and even animation and simulation. Articulate Storyline is an interactive media that can create presentations with technical and artistic skills. Both of these skills attract learners' interest in learning.

Articulate Storyline-based interactive multimedia learning media can deliver learning material through scenarios and slides. This media also allows audio and video to add to the attractiveness of learning. Educators are expected to provide learning materials using this media easily. This media produces products through images, slides, audio, video, and animation to display the desired material and involve students in interactive tests or questions.<sup>38</sup>

#### **b. Benefits of Articulate Storyline**

By using the articulate storyline application, learning on learners can help students learn because material preparation can be adjusted to their wishes. Therefore, learners are active during learning, not just listening to monotonous teacher explanations.

#### **c. Procedure for using Articulate Storyline**

The procedure for using the articulate storyline application is as follows:

- 1) Preparation before using an articulate storyline that can be articulated: At this stage, students must prepare themselves for the

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<sup>38</sup> Wahyu, Riski. *Development of Civics Learning Media Assisted by Articulate Storyline 3*. (Padang, 2021).34.

use of the media to smoothly learn the procedures or instructions for using the media.

- 2) Second stage: Teachers ask to listen and pay attention to their students' instructions so that they can understand the material.
- 3) The third stage is when the teacher explains the procedures for using articulate storyline media.
- 4) The fourth stage is when the teacher opens the articulate storyline media and reads the title of the articulate storyline.
- 5) Students observe the material in the articulate storyline media in the fifth stage.
- 6) The sixth stage is for the teacher to explain the contents of the articulate storyline media.
- 7) The seventh stage is for students to try and imitate the teacher's procedures.
- 8) In the eighth stage, students understand the material.
- 9) In the ninth stage, students do the exercises in the articulate storyline (completion stage).
- 10) In the last stage, students close the articulate storyline media with the help and direction of instructions from the teacher.

The stages above are useful for determining whether the learning objectives have been achieved, whether the media is feasible, can solidify understanding of the material in students, and can evaluate student learning outcomes.



#### d. Weaknesses and Strengths of Articulate Storyline

The advantages of Articulate Storyline have several advantages over other media, including:<sup>39</sup>

- 1) The features are similar to Microsoft PowerPoint, making it easy to use,
- 2) Because it is interactive, it is easy to use, even for beginners.
- 3) Supports game-based learning.
- 4) The contents of Articulate Storyline 3 can include a combination of text, video, animation, sound, graphics, and images.
- 5) The latest way to publish articulate storyline media has five forms of publishing models, including publish to web form, which will be in the form of HTML files and produce applications on Android; the second publish articulate storyline online. If you use the second publish model, the results will be the same as those in the media design. The third publish model is using LMS. This model is often used by lecturers in applications on campus. The fourth model is with CD. This model is in the form of a CD, which must be pre-set as a CD model. And the last model with the word model. Which media will later be in the form of the word?
- 6) The file size of the publish and APK conversion results is very small, so it is easy to install on Android.

<sup>39</sup> Dewi, Parma Ika. *"Designing Innovative Learning Media with AS3 Application"*. (Padang, 2021).51.

Besides having advantages, Articulate Storyline 3 also has some disadvantages, including:

- 1) Media display, when used on cellphones, cannot be full screen. So, there are remaining restrictions or margins on the cellphone screen. But in terms of media content, it can still be used properly.
- 2) If the media uses music, audio, or background, it can only make a sound on the slide; not everything can sound automatically. Unless you add a Java script to the media, it can appear on all parts of the press, but this is difficult to implement.

#### e. **Supporting Menu on Articulate Storyline and its Functions**

Articulate Storyline has several components in it. The appearance of the articulate storyline application is almost the same as Microsoft PowerPoint, but there are more animations in it. The following is a supporting menu on the articulate storyline and its functions:

##### 1) File Tab

This tab has ten menus, including Menu New, which adds a new worksheet object. The open menu serves to open a worksheet object. The import menu serves to import worksheet objects. The translation menu serves to export objects. The save menu serves to save the worksheet object. Menu save serves to keep as a worksheet object. The print menu serves to print the worksheet object. The send menu serves to send the worksheet object. Menu publish

functions for when you want to publish the results of the worksheet object. Close menu functions as closing the worksheet object.

## 2) Home Tab

There are various menus on this tab, including the paste menu functions to duplicate what has been quoted. The cut menu functions to cut. The copy menu serves to reproduce. The new slide menu works to add new slides. The duplicate menu functions to duplicate. The font menu has several kinds of writing, then there is a paragraph menu and shape outline menu, shape fill, a preview menu to play, and a published menu to publish worksheet objects.

## 3) Insert tab

Many menus are on this tab, including several from the tools group on the insert tab. These menus include the table menu (to insert an image), picture menu (to add a photo), shapes menu (to create various shapes), SmartArt menu (to create visualizations in the form of diagrams), and link & action menu (to create links and connect documents, files, or slides to other documents, files, or falls as well as build object actions), and insert menu (to insert an image).

## 4) Slide Tab

This tab has toolgroups such as Star Slide Show (rotate the slide show), Set Up (display settings on the slide), and Monitor.

#### 5) Design Tab

Design includes the appearance of the worksheet to make it more attractive. The Design Tab ribbon has several tool groups, such as the theme menu (make the text look more attractive), variation menu (choose variations for slides, customize), and slide size menu (set the slide size).

#### 6) Transition Tab

Transitions have the purpose of controlling the impact of worksheet swapping. For changes, there are several groups of tools, such as the preview menu, which makes viewing the transition on the selected slide, and the transition to this slide menu, which makes it possible to give the drop a switching effect. The time menu also has several menus, such as sound, which allows you to set the sound effect and duration, enabling you to select the course of the good result.

#### 7) Animation Tab

The Animation tab is a command that can be used to animate the worksheet. There are two tools for animation: the preview menu, which allows one to select the energy to be used, and the animation forward menu, which has several menus, such as

the animation pane menu, trigger menu, and animation painter menu.<sup>40</sup>

### 3. Learning Civic Education Learning (PKn) MI / SD

#### a. Definition of Civic Education Learning (PKn) MI / SD

Civic Education (Civics) learning is an educational process to form and develop civic awareness and attitudes and teach basic values related to the state, society, and humanity.<sup>41</sup> In Indonesia, from elementary to senior high school, Civic Education aims to teach students about their rights and obligations as citizens, the role of society in the country's development, as well as an introduction to various state institutions and how to participate in the democratic process. Civic Education learning materials usually cover multiple topics such as the constitution, the history of the Indonesian nation's struggle, basic values in the life of the country and state, rights and obligations as citizens, elections and political participation, human rights, pluralism, globalization, and the environment. Civic Education (Civics) learning aims to develop critical thinking skills, democratic attitudes, social care, tolerance, and respect for cultural diversity in students. This is important so that the younger generation can become citizens with high awareness and responsibility for the state and society and actively participate in the process of development and

<sup>40</sup> Nahdiaturrohmah, "Development of Learning Media Using Articulate Storyline 3", (UIN Alaudin Makasar: Journal of Analysis, 2020)

<sup>41</sup> Arafat, "Learning Civics in SD / MI." (Yogyakarta, 2021).24.

democracy in Indonesia.<sup>42</sup>

### **b. Characteristics of Citizenship Education (Civics)**

Some characteristics of Citizenship Education (Civics Education) are as follows:<sup>43</sup>

- 1) Focuses on solving problems
- 2) Directing students to become independent
- 3) Engages the subject matter in the context of learners' lives that are not the same
- 4) It can motivate students to practice the material they have learned.
- 5) Apply authentic assessment.

### **c. Objectives of Civics Education (Civics Education) in MI / SD**

- 1) To be nationalist, critical thinking, and Pancasila in spirit.
- 2) Have a nationalistic insight about upholding the Unitary State of the Republic of Indonesia (NKRI) with a sense of patriotism.
- 3) Foster a sense of unity and integrity to improve Indonesia.
- 4) Have a way of thinking to solve problems.
- 5) Creating something innovative to increase one's dignity and worth in the eyes of other countries.
- 6) Implementing the principles of Pancasila in everyday life.<sup>44</sup>

<sup>42</sup> Wawan Taufiqur, R. (2019). *"Learning Civics in MI/SD."*

<sup>43</sup> Djamarah and Zain Ihsan, *"MaPel Pancasila and Citizenship Education (PPKn) in MI."* (Surabaya, 2017).53.

<sup>44</sup> Maulana. *"Learning (PPKn) in SD / MI."* (Sumatra, 2019).26.

## CHAPTER III

### RESEARCH AND DEVELOPMENT METHODS

#### A. Research and Development Model

The research method researchers use to produce a product expected by researchers is the Research and Development (RND) method. A series of procedures for making products that will later be accounted for by researchers begins with a need and then a problem that requires a product solution. This research will create a product developed in the form of an interactive media articulate storyline. The development model researchers chose is the ADDIE model developed by Dick and Carry in 1996 to stimulate learning systems.<sup>45</sup> The ADDIE development model comprises five stages: analysis, design, development, implementation, and evaluation.<sup>46</sup>

From the above statement, Research and Development is a research method that can produce a new product or develop an existing product. The effect of this developed research is articulate storyline interactive learning media. This research and development results will be tested at Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi. The goal is to determine whether articulate storyline interactive media is suitable for learning.

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<sup>45</sup> Rudi Hari R., "*Penelitian Pengembangan Model Addie & R&D*", (Lumajang: Perum Sekar Indah, 2020).33

<sup>46</sup> Ali H. Al-Bulushi dan Sameh Said Ismail, "*Pengembangan Sistem Pengajaran Mahasiswa Pra-Jabatan Online Menggunakan Pendekatan ADDIE di Universitas Timur Tengah*", *Theory and Practice in Language Studies* 7, no.2 (2017), 28.

## B. Research and Development Procedure

ADDIE research procedures and development models are mostly used because the ADDIE development model will realize a form of product, which in this study is articulate storyline media. The details include:



Picture 3. 2

### Stages of R&D Research ADDIE Model

#### 1. Analysis

The analysis is reviewing needs, identifying problems, and completing task analysis. One part of this analysis stage is analyzing the importance of media development used to achieve learning objectives. Learner analysis can occur when learners use articulate storyline interactive media when learning happens in class or homework. Learners can use the media so that the media has a high value and is useful. This research requires data obtained from interviews with sources. In this case, the authorities are teachers and students in class V-C. In the interview, the researcher asked about the implementation in learning, which included the



delivery of material, methods, and learning media used and obstacles in the learning process.<sup>47</sup>

a. Analysis of Learner Characteristics

In analyzing the characteristics of students, researchers involve students who will be the subject of product development research, in this case, the use of media by students. Learners can apply the press that researchers have made. Learners can also take turns using the media in the classroom, outside the school, or in homework assignments. The analysis can be carried out by researchers when researchers practice media at the school. In this case, it proves whether or not the articulate storyline interactive media is feasible to use.

**2. Design**

The second stage is design. Researchers conducted several design plans for media products to be developed. The steps of the researcher are:

- a. Formulate learning objectives,
- b. Determine the learning strategy,
- c. Learning media,
- d. Developing media design,
- e. Designing slides and making preliminary designs of interactive media,
- f. Determining layout and creating animation,
- g. We are selecting and collecting materials in the form of images, graphics, sound, and so on.

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<sup>47</sup> Observation 2 in class V-C MIN 1 Banywangi, March 2023

### 3. Development

Development is the process of making the product design real. After completing the product design, the researcher proceeds to develop the product. The stages of the research include:

- a. Selection and collection of materials in images, graphics, sound, etc.
- b. Adjustment of materials to the characteristics of students.
- c. Collection of materials.
- d. Animation development.
- e. Development of validation questionnaire
- f. Media improvement

### 4. Implementation

At the implementation stage, researchers implement the media developed into a product. Researchers practice in the classroom to apply the press that has been made. The steps in the implementation of the research include:

- a. Implementation
- b. Writing field notes
- c. Writing constraint notes
- d. Testing<sup>48</sup>

### 5. Evaluation

The last stage of the ADDIE research model is evaluation.

Evaluation is a process that provides value to developing teaching

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<sup>48</sup> Yudi Hari Rayanto and Sugianti, "ADDIE and R2D Model Development Research: Theory and Practice", (Bugul Kidul, Pasuruan: Lembaga Academis & Research Institute, 2020), 68.

materials or media in learning. Evaluation can be done to find out what students get about their knowledge, abilities, and attitudes during the learning process. The evaluation stage analyzes the feasibility of articulate storyline interactive media in Civics Education (PKn) Learning. This stage has two stages, namely formative and summative evaluation. During the analysis and design stages, researchers carried out the formative evaluation stage, and when implementing with students, researchers used summative evaluation to find out how the media affected students.<sup>49</sup>

The evaluation stage comes from validation conducted by several experts and learning experts or teacher and student responses. If there are deficiencies in the media implementation, improving or improving it again is recommended. On the other hand, if the press's performance is considered satisfactory and does not need revision, the media is deemed suitable for student application because the media developed by researchers can be successfully implemented.

## **C. Product Trial**

### **1. Trial Design**

Product testing is a stage carried out when the product is finished. This stage in development research is to obtain accurate data in making improvements, and product trials can be used to determine how far the product has been completed and has reached the target and learning objectives. The stages in the prosecution go through 2 ways, namely:

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<sup>49</sup> E. Kosasih, Satrianawati, *"Teaching Material Development"*, (Jakarta: Sinar Grafika Offset, 2021). Page 20.

a. Material expert test and media expert test

The material expert test stage and the media expert test aim to determine the feasibility of developing articulate storyline media to strengthen students' sense of unity.

b. Field trial.

Researchers conducted 1 fifth-grade of 29 children in the field trial stage. The field trial aims to see things that could be improved in developing interactive media articulate storylines. There must be improvements based on the constraints of students.

## 2. Test Subjects

The test subjects in this study were students at MIN 1 Banyuwangi.

The test subjects aimed to determine the validity of the products made by researchers from experts and teachers, of course, at MIN 1 Banyuwangi.

## 3. Type of Data

The types of data in this study are qualitative and quantitative data.

Qualitative data is data whose explanation is in the form of a statement.

However, quantitative data is data that generally uses formulas and numbers.<sup>50</sup>

a. Qualitative data type

This qualitative data is obtained from several sources, references, books, and research journals that have previously existed.

This qualitative data aims to strengthen and check the validity of the

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<sup>50</sup> Mawardani, "Practical Research Qualification Basic Theory and Data Analysis in Qualitative Perspective," (Surabaya: Sinar Grafindo, 2018).78.

data from the questionnaire results. This data is prepared from the effects of interviews and observations at MIN 1 Banyuwangi. This type of qualitative data is generally in the form of discussions, comments, and documentation.

b. Quantitative data type

Quantitative data is obtained by researchers from the results of filling out questionnaires by expert validation regarding the feasibility of articulate storyline media. Quantitative is usually in the form of numbers or values to produce accurate data results. The results of teacher questionnaires and student responses will result in the practicality of articulate storyline media.

#### 4. Data Collection Technique

Data collection techniques are an important part of R&D method research. The following are the stages of data collection techniques including:

a. Observation

Universally, observation is observing an object directly at the research position and systematically recording the information under study. Observation is one part of data collection. Observation means collecting information from the field. Observed information can describe behavior, attitudes, actions, and the totality of human behavior. Observation information can take the form of interactions in an organization or the experience of members in an organization.

Universally, observation can be referred to as a way of collecting explanatory materials that are tried by systematically observing and recording the phenomena to be used as objects of research or observation. Observation is carried out during the activity to determine the implementation of the media in the learning process and the increase in student learning outcomes when using articulate storyline media.<sup>51</sup>

In this study, researchers used participatory observation. Participatory observation is when the researcher is involved with the daily activities of the person being observed or used as a source of research data.<sup>52</sup> This participatory observation consists of 4 types, including active, passive, moderate, and complete active participation. In this study, researchers used passive participatory words, where the researcher is at the place of activity to be observed but not involved. Researchers conducting passive participatory observations can obtain data that has yet to be obtained from interviews. During passive participatory observation, researchers make observations and record their observations' results directly.<sup>53</sup>

#### b. Interview

Interviews are part of the data collection technique. An interview is a method used by researchers to obtain information or data

<sup>51</sup> Tatik Sutarti & Edi Irawan, "Development Research Methods." (Makassar: PT Utama), 7.

<sup>52</sup> Indriyanti (et al.), *Application of the Scientific Approach to Improve the Questioning Skills of Class V Elementary School Students*, 2, 2, 2017, pp. 21

<sup>53</sup> Refni Mayang Sari, et al., "Community Dedication", (Sidoarjo: Uwais Inspirasi Indonesia, 2022). Page 44

by meeting face-to-face and asking questions about existing information. Interviews are also defined as a process that produces information to fill in and complete incomplete data from researchers. Interviews will also have information that has yet to be discovered by researchers.<sup>54</sup>

In this study, researchers used semi-structured interviews. The interview is more relaxed than the type of structured interview. In the interview process, the interviewee is asked for an explanation regarding several questions presented by the researcher. Researchers need not only answers but also ideas and opinions from the sources. Therefore, researchers must pay attention and record the results of interviews from sources. The interview results are immediately re-recorded after the official recording to avoid forgetting and losing; because researchers use semi-structured interviews, it is necessary to summarize or summarize, which is simple but detailed and easily understood by researchers. Of course, the researcher also understands which information should be recorded and the importance of the information or not. The purpose of the summary is to find out if there is information that is still being analyzed again by the researcher.

The first thing from the interview is to the head of the madrasa, then the class teacher, and students. The following is the data obtained by researchers as follows:

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<sup>54</sup> Abdul Wahab et al., *"Interview Theory in Development Research,"* (Bandung: PT Leutika Nouvalitera, 2019), 6-9.

1) Head of Madrasah (Mohammad Haris Jamroni, S.Pd.I., M.Pd.I)

The first resource person chosen by the researcher was the head of the madrasa because, as the head of the madrasa, of course, he would know more about the information of the institution as well as the head of the madrasa as the first policy maker. The results of the researcher's interview with the madrasah head in the form of information about the overall learning process, the activities in the madrasah, the history of the establishment of the madrasah, the madrasah profile, the vision and mission of the madrasah, and also the problems that exist in the madrasah during the learning process.

2) Class Teacher (Wawan Taufiqur Rahman, S.Pd.)

Researchers chose the second resource person as the class teacher. The class teacher is the first parent at school as well as the second parent of the students. Not only that, but the teacher knows everything that happens at school, both in implementation and the problems of each student's character. When interviewing the second resource person, the researcher obtained information about the total number of students, student achievement, student's daily life in class, and problems during learning. Researchers also get information related to media previously made by the class teacher. So that researchers can develop it to be even more interesting.



### 3) Fifth-Grade Students

The reason the researcher chose students as the third resource person was because students were the subject of the research. Researchers will get information about what students like best during learning; researchers also get responses from students when teachers teach or have variations or models in education. Researchers also get information about teachers using media or training methods and strategies or not using them so that it can add insight from researchers who are outside the lecture bench.

#### c. Questionnaire

A questionnaire is a method or technique researchers use to collect data by distributing several sheets of paper containing statements that respondents or experts must fill in. In this method, the words written in the questionnaire format are then given to the experts to answer and returned to the researcher when they are filled in. If it is deemed feasible, the researcher is encouraged to continue, but if it is still not possible, the researcher tries to revise it again. Researchers will get information, suggestions, and opinions from the experts' answers.<sup>55</sup>

#### d. Documentation

Documentation is evidence or reinforcement of observation data. Documentation can be during the learning process activities,

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<sup>55</sup> Kun Maryati, *"Data Collection Techniques,"* (Bandung: Esis, 2021), 130.

evaluations from teachers, formative tests, practical exercises, and other documentation researchers need.<sup>56</sup> The purpose of documentation in this study is as evidence or support of the research. In this case, the documentation is in the form of written data files, photos during learning activities, and Facta events as evidence in the study. The following is the documentation carried out by researchers, among others:

- 1) List of student names
- 2) Response questionnaire from teacher and students.
- 3) Photographs of activities

## 5. Data Analysis Technique

Researchers used descriptive analysis techniques in the study. Researchers can explain in detail to experts' suggestions and opinions during media validation. From these results, it will be loaded, and the product will be developed again according to the tips and ideas of the validation experts to produce the desired effect. This data analysis technique aims to obtain the product feasibility of articulate storyline media.

This data analysis technique will use average calculations from the assessment results directly collected into 2 data. The two data are quantitative and qualitative. To get the average score results in each answer, the researcher has made five benchmarks in the research.

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<sup>56</sup> Dewi Salma Prawiradilaga, et al., "*RnD Research & Development Methods*," (Jakarta: Kencana, 2016),36

**Table 3. 3****Score Criteria on Articulate Storyline Learning Media.**

Score	Description
1	Very Less
2	Less
3	Fair
4	Good
5	Very Good

The feasibility results were obtained from each validator's average assessment. The formula used is:<sup>57</sup>

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

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

Description:

V-ah = Expert validation

V-pg = User/teacher validation

TSe = Total empirical score

TSh = Total expected score

The results of the percentages obtained from several experts are adjusted to the feasibility test criteria table. The following is a table of feasibility test criteria on articulate storyline media.<sup>58</sup>

**Table 3. 4****Articulate Storyline Learning Media Feasibility Test Criteria.**

Validity Criteria	Validity Level
100% - 86%	It is very valid and can be used without any improvements.
85% - 71%	Valid, can be used but with minor revisions.

<sup>57</sup> Sandu Siyoto & Ali Sodik, "Basic Research Methodology", Yogyakarta: Literacy Media Publishing, 2015), 9

<sup>58</sup> Wahyu, Riski. "Development of Civics Learning Media Assisted by Articulate Storyline 3." (Padang, 2021).86.

70% - 56%	Moderately valid, can be used, but there are many revisions.
55% - 41%	Less valid, it is recommended to be used only if it needs much improvement.
40% - 25%	Invalid or not allowed.

To analyze the validation questionnaire data of students, use the following formula:

$$\text{NPR} = \frac{\text{TS}-e}{\text{TS}-max} \times 100\%$$

Description:

NPR = Process value

TS-e = Total empirical score (score obtained by students)

TS-max = Total expected maximum score<sup>59</sup>

Assessment rubric:

Score	Criteria
1	Yes
0	No

<sup>59</sup> Sa'dun Akbar, 95

## CHAPTER IV

### RESEARCH AND DEVELOPMENT RESULTS

#### A. Presentation of Trial Data

In developing an interactive media articulate storyline in learning civic education at MIN 1 Banyuwangi students with 29 students, researchers use Research and Development research with the ADDIE research model, which has five stages: analysis, design, development, implementation, and evaluation.

##### 1. Analysis

The analysis is the initial stage in the research and development of the ADDIE model because, at the analysis stage, the researcher will analyze the needs of students during Civics learning. The purpose is to analyze students' needs so that teachers and students understand during the learning process. This stage can be obtained from observations and interviews to discover the learning media available at MIN 1 Banyuwangi.

The results of interviews conducted by researchers show that one of the media that fifth-grade students teachers have used at MIN 1 Banyuwangi is articulate storyline media but in the form of power points. On April 05, 2023, the teacher said that he had used articulate storyline media in the form of power points. 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.<sup>60</sup>

Researchers sought to design articulate storyline learning media in Civics learning because it was deemed suitable to be applied and developed by researchers in increasing the value of media usability and attractiveness of students to achieve learning objectives. Researchers raised fifth-grade unity as material in developing interactive media articulate storyline in learning civic education at MIN 1 Banyuwangi.

## 2. Design Results

After analysis, design is the second stage in the ADDIE research and development model. In the design stage, researchers made several designs of articulate storyline media that researchers on the material of unity and diversity of Civics learning would develop. Some of the designs from the second stage of the ADDIE model include:

### 1) Product Design

In making the design of the articulate storyline media, some stages are carried out, including:

- a. Designing models and compiling media sequences.
- b. Collecting the required data (Competency Standards, introduction, buttons, material, quiz, and information).
- c. Creating background and icons using the Canva application.

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<sup>60</sup> Siti Nirmala (et al.), *Development of Articulate Storyline 3 Media in STEM-Based Science Learning to Develop Creativity of Elementary / MI Students*, 5, 6, 2021, pp. 10, <https://jbasic.org/index.php/basicedu> accessed on March 2021

- d. Resizing the media to 1280 and 720 (custom).
- e. Inserting the ground and some icons that match the media design.
- f. Duplicated the slides into 30 slides.
- g. Including music in each media slide.



**Picture 4. 18**  
**Slide 1 Media Sampul**

The picture above is the media's first slide containing the cover. The cover has a background, media title, student identity, music button, start, information, and question mark. The music button contains media music. The start button is to create the media, and you can continue the next slide if you have filled in the identity; if not, you cannot continue the next slide. The information button contains information about learning resources, developer profiles, supervisor profiles, material expert profiles, and media expert profiles—student identity, which includes the student's name and school origin.



**Picture 4. 19**  
**Slide 2 Main Menu**

In the main menu, there is a cross icon to return to the cover page, a home icon to return to the main menu page, a competency standard icon to the competency standard slide, an introduction icon to the introduction slide, a button instruction icon to the button instruction slide, a material icon to the material slide, a quiz icon to the practice question slide, an information icon to the information slide, a back icon to the previous slide and a next icon to the next slide.

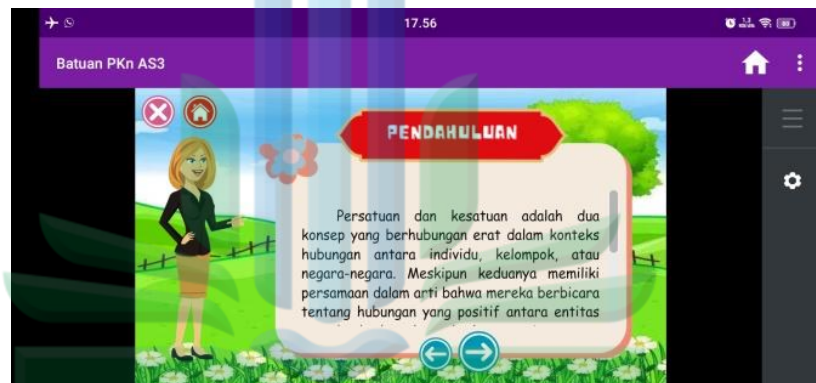


**Picture 4. 20**  
**Slide 3 Competency Standards**

In the picture above is the third slide of media containing competency standards. In the competency standards as well as the main menu slide, there is a cross icon to return to the cover page, a home



icon to return to the main menu page, the table on the competency standards slide contains the competency standards menu, indicator menu, learning objectives menu, and material menu. Slide 3 also includes a back icon to go to the previous slide and a next icon to the next slide



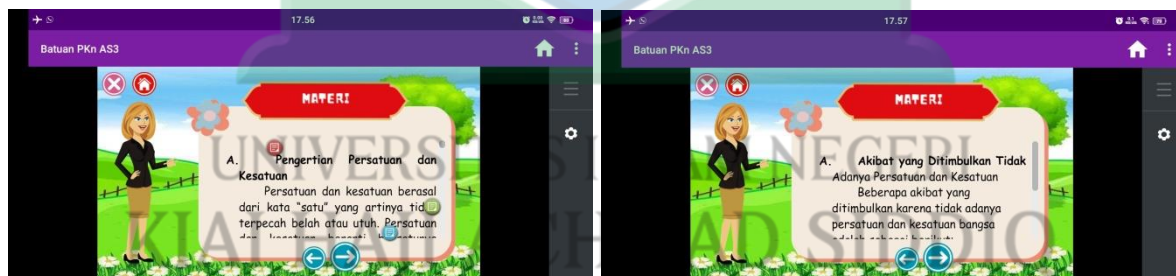
**Picture 4. 21**  
**Slide 4 Introduction**

In the picture above is the fourth slide of the media containing the introduction. In the opening and the main menu slide, there is a cross icon to return to the cover page, a home icon to return to the main menu page, and the table on the introduction slide contains the introductory text of the material. Slide 4 als



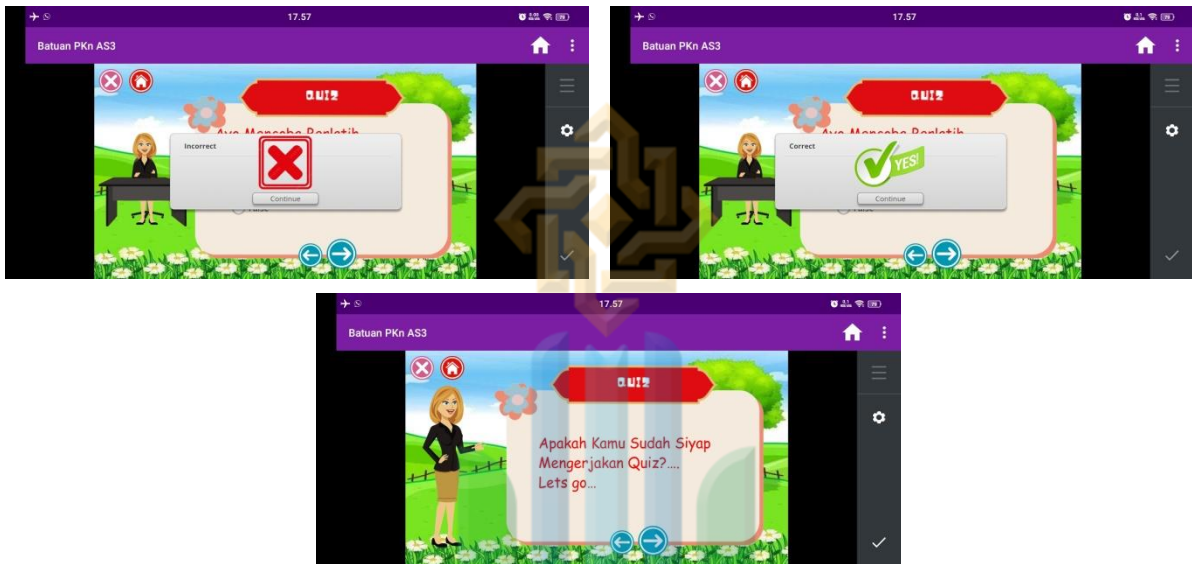
**Picture 4. 22**  
**Slide 5 Button Instructions**

In the picture above is the fifth media slide containing button instructions. In the button instructions and the main menu slide, there is a cross icon to return to the cover page and a home icon to return to the main menu page. The table on the button instructions slide contains several buttons on the articulate storyline media, including the start button, main menu, cross, competency standards, introduction, button instructions, material, quiz guide, information, next, back, music, question mark, settings, home, news, Quiz, Quiz and shut down. These buttons have a function description according to the name of the controller



**Picture 4. 23**  
**Slides 6 and 7 Material**

In the picture above is the fourth slide of media containing material. In the same material as the main menu slide, there is a cross icon to return to the cover page and a home icon to return to the main menu page; the table on the material slide contains material text, in which there is a brief material explanation button. Slides 6 and 7 also have a back icon to go to the previous fall and a next icon to go to the next slide.



Picture 4. 24

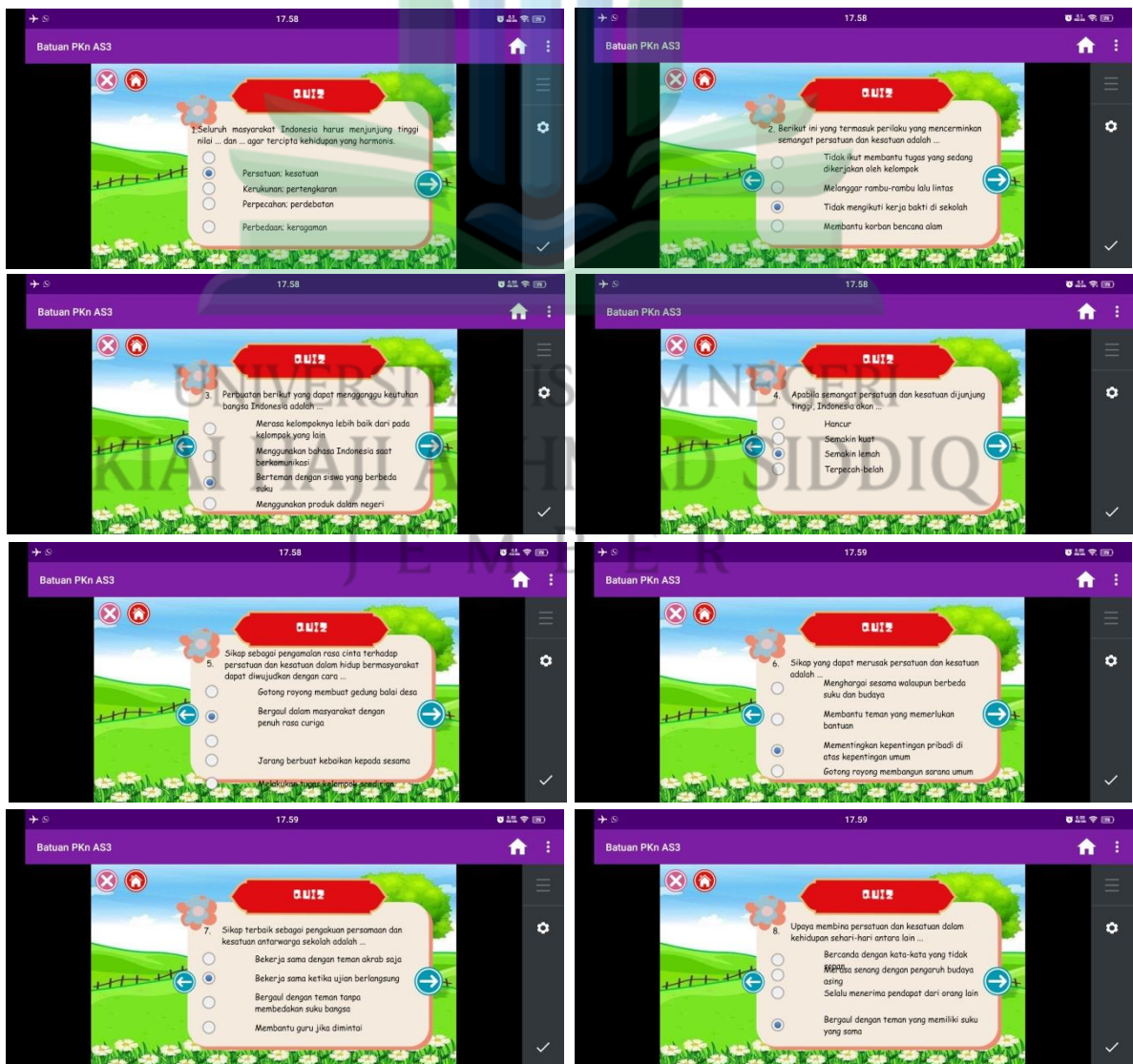
### Slide 8-11 Quiz Example

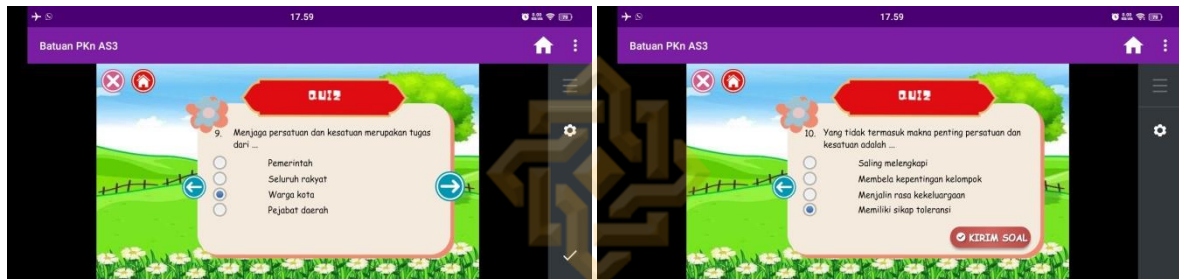
In the picture above are slides 8-11 of the media containing quizzes. In the Quizuiz, as well as the main menu slide, there is a cross icon to return to the cover page, the home icon to return to the main menu page, and the table on the quiz slide contains several examples of practice questions or quizzes. On this quiz slide, there are true and false effects. If the answer is correct, a yes button will appear; if the answer is wrong, a cross will appear, both of which have different sound effects. Slide 11 contains the question text on whether it is ready to do the quiz practice questions. This slide also includes a back icon to the previous fall and a next icon to the next slide.



Picture 4. 25

The picture above shows slide 12 of the media containing the quiz guide. In the quiz guide and the main menu slide, there is a cross icon to return to the cover page, a home icon to return to the main menu page, and a table on the quiz guide slide containing several regulations before taking the Quiz. On slide 12, there is also an identity and start button. Slide 12 also includes a back icon to go to the previous slide and a next icon to the next slide.





**Picture 4. 26**

### Slide 13-23 Practice Questions

In the picture above are slides 13-23 of the media containing practice questions. In the exercise questions, the same as the main menu slide, there is a cross icon to return to the cover page, a home icon to return to the main menu page, a table on the exercise question slide consists of 10 multiple choice exercises where each question has four answer choices. This slide also contains a back icon to go to the previous fall and a next icon to the next slide



**Picture 4. 27**

### Slide 24 Results

In the picture above is slide 24 of the media that contains the results. In the same results as the main menu slide, there is a cross icon to return to the cover page, a home icon to return to the main menu

page, the table on the results slide contains the score obtained when working on the previous practice question and also includes a review of the last answer. Slide 24 also has a back icon to go to the previous slide and a next icon to the next slide.



**Picture 4. 28**

#### **Slide 24 Information**

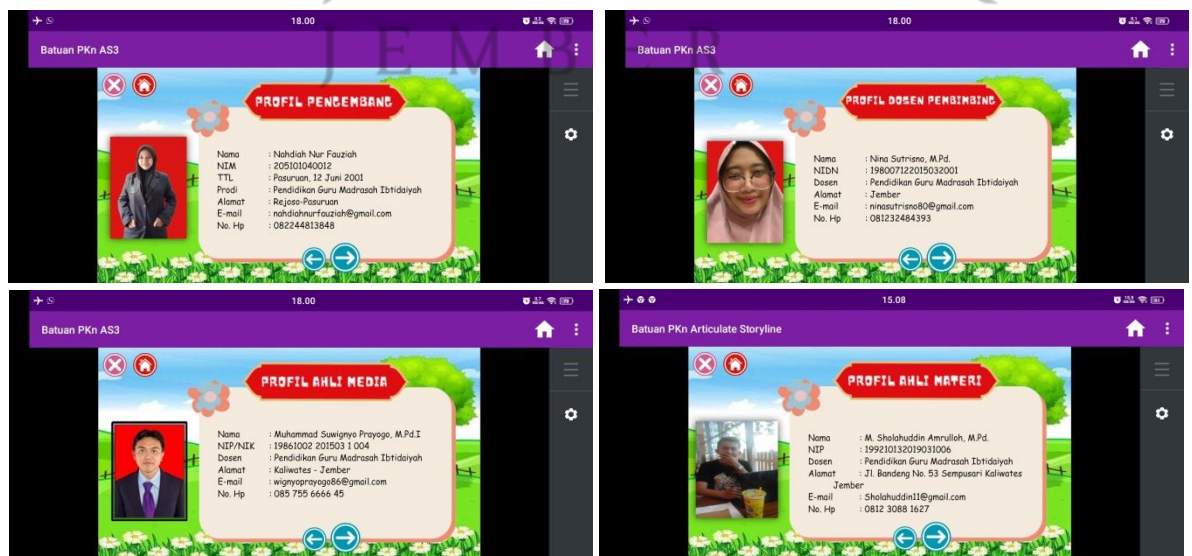
In the picture above is a media slide that contains information. In the same information as the main menu slide, there is a cross icon to return to the cover page and a home icon to return to the main menu page. The table on the information slide contains several lists of information that will be displayed on the next slide. The list of information on this slide includes learning resources, developer profiles, supervisor profiles, material expert profiles, and media expert profiles. Slide 25 also contains a back icon to go to the previous slide and a next icon to the next slide.



Picture 4. 29

### Slide 26 Learning Resources

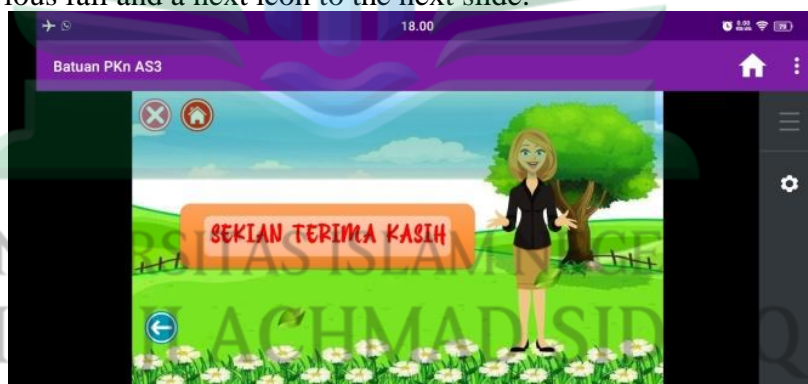
In the picture above is a media slide that contains learning resources. In learning resources and the main menu slide, there is a cross icon to return to the cover page and a home icon to return to the main menu page. The table on the learning resource slide contains several references related to articulate storyline media in theses, theses, journals, or other articles. Slide 26 also includes a back icon to go to the previous slide and a next icon to the next slide.



Picture 4. 30

### Slide 27 - 30 Profile

In the picture above are slides 27-30 of the media containing the developer profile, supervisor profile, media expert profile, and material expert profile—quiz guide. In the profile slide as well as the main menu slide, there is a cross icon to return to the cover page, a home icon to return to the main menu page, the table on the profile slide contains some identities from the profile of both the developer profile, the profile of the supervisor, the profile of the media expert and the profile of the material expert. Slides 27-30 also contain a back icon to go to the previous fall and a next icon to the next slide.



**Picture 4. 31**  
**Slide 31 Closing**

In the picture above is a media slide that contains a cover—quiz guide. The cover slide is the same as the main menu slide, with a cross icon to return to the cover page, a home icon to return to the main menu page, and a table on the profile slide containing the media cover. Slide 31 also includes a back icon to go to the previous slide but does not have a next icon to go to the next slide because it is the last slide of the media.



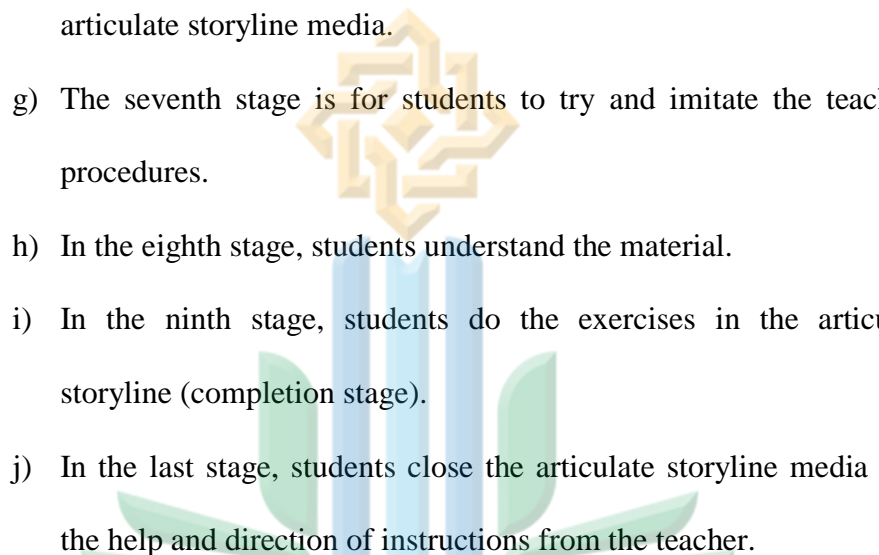
2) How to use Articulate Storyline Media.

- a) Download the "AS3 Civics Rock" application in the link provided by the teacher.
- b) Open the application, then log in to the identity column on the media. If the student does not fill in the identity column, the student will not be able to open the next slide.
- c) Click start on the media icon.
- d) Students take turns using the "AS3 Civics Rock" media in classroom applications.
- e) The "AS3 Civics Rock" media is ready to use.

The procedure for using the articulate storyline Civics Rock

application during classroom learning is as follows:

- a) Preparation before using an articulate storyline: At this stage, students must prepare themselves for using the media to smoothly learn the procedures or instructions for using the media.
- b) Second stage: The teacher asks them to listen and follow instructions to understand the material.
- c) The third stage is when the teacher explains the procedures for using articulate storyline media.
- d) The fourth stage is when the teacher opens the articulate storyline media and reads the title of the articulate storyline.
- e) Students observe the material in the articulate storyline media in the fifth stage.

- 
- f) The sixth stage is for the teacher to explain the contents of the articulate storyline media.
  - g) The seventh stage is for students to try and imitate the teacher's procedures.
  - h) In the eighth stage, students understand the material.
  - i) In the ninth stage, students do the exercises in the articulate storyline (completion stage).
  - j) In the last stage, students close the articulate storyline media with the help and direction of instructions from the teacher.

### 3. Development Results

Development is the third stage in the ADDIE research and development model after design. The results of the development can be detailed as follows:

#### a) Product Form

Articulate storyline learning media can be developed and used by everyone, including students. In the process of making it easy to learn. The media can be used forever if the application still exists (not deleted). The media is not used for one-time use but can be used in class V next year, the material of unity and diversity.

The preparation of learning media is adjusted to the Civics material of grade V students, namely unity and diversity. After becoming an application, the media preparation is consulted with the supervisor, media, and material expert validators to get values and

suggestions on whether the media is suitable. If there is a revision, the researcher will immediately fix it according to the tips and improvements from the experts.

#### b) Articulate Storyline Media Components

In addition to the media design, the following are the steps for making articulate storyline media, including:

1. Download the articulate storyline application via the website on a laptop.
2. Open the articulate storyline application, then click the new project button (create a new project).
3. Change the media size by clicking the design tab and selecting Story Size Setup Custom (1280 and 720).
4. Enter the background by copying and pasting the jpg file from the ground.
5. Add the media title.
6. Insert some buttons or media icons like copy and paste the background or drag and drop.
7. Enter the material text by clicking the format button and choose according to the media so that it can be shifted up and down (scrolling panel).
8. Also, insert animation and character in the insert character section.
9. Give hover and trigger effects to the icons by duplicating them, and then one of the icons gives a hover effect.

10. If the first slide can already be duplicated so as not to recreate it.
11. Insert music so the media can attract students' attention by clicking insert audio or video.
12. When creating a quiz slide, click the question design button and select the form of the Quiz; some are multiple-choice, fill-in, true and false, and so on.
13. It can be replaced with other effects or animations available in the application if it is still unattractive.
14. The last step is to save and publish it as an application by clicking the home menu and then publishing.

c) Validation of Articulate Storyline Media

The validation of articulate storyline media was carried out by two validators: media validation by Mr. Muhammad Suwignyo Prayogo, M.Pd.I, and material validation by Mr. M. Sholahuddin Amrulloh, M.Pd. Media Expert Validation.

a. Media Expert Validation

**Table 4. 11**  
**Media Expert Validation**

a) Display Aspect

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
1.	Accuracy of background color selection.				√	
2.	The harmony of the writing color with the background.				√	
3.	Appropriateness of music selection.				√	
4.	The attractiveness of the video.				√	
5.	Clarity of audio sound.				√	
6.	Clarity of narration.			√		

7.	Video size.			√		
8.	Relevance of the video to the material (contextual).			√		
9.	Button placement				√	
10.	Button consistency.				√	
11.	Button size.				√	
12.	Appropriateness of button color selection.				√	
13.	Appropriateness of text color selection.				√	
14.	Appropriateness of font selection.				√	
15.	Appropriateness of font size.			√		
16.	Image clarity.				√	
17.	Clarity of image color.				√	
18.	Accuracy of image size.				√	
19.	The appearance of the slide design.				√	
20.	Composition of each slide.				√	

b) Programming Aspects

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
21.	The level of student interaction with the media.			√		
22.	Ease of interaction with the media.				√	
23.	Clarity of use.				√	
24.	Clarity of navigation structure.			√		
25.	Ease of use of buttons.				√	
26.	Provision of feedback on student responses.				√	
27.	Text efficiency.				√	
28.	Efficiency of slide usage.				√	
<b>Total Empirical Score (Tse):</b>		<b>106</b>				

## b. Material Expert Validation

**Table 4. 12**  
**Material Expert Validation**

## a) Quality aspects of learning materials

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
1.	Material by KI and KD				√	
2.	Accuracy of material				√	
3.	The material presented is brief and easy to understand				√	
4.	The suitability of the material with the research objectives				√	

## b) Presentation Feasibility

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
5.	The writing of the material is organized, engaging, and reasonable.				√	
6.	Image suitability is in line with the material and its explanation.			√		
7.	Coherent delivery of material				√	

## c) Linguistic Aspects

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
8.	Correct use of effective language and EYD (Refined Spelling)				√	
9.	The suitability of grammar used in Articulate Storyline media				√	
10.	The feasibility of sentences used in Articulate Storyline media				√	
<b>Total Empirical Score (Tse):</b>		<b>36</b>				

#### 4. Implementation Results

Implementation is the fourth stage in the ADDIE research and development model after development. Implementation is the stage used when product trials are carried out. Products that have been declared feasible are directly implemented in students. This research on unity and diversity was implemented on fifth-grade students at MIN 1 Banyuwangi in Civic Education (PKn). Implementation was carried out three times: at the initial meeting, focused on learning and delivering material without using media; at the second meeting, learning and providing material using articulate storyline media; and at the third meeting, filling out the questionnaire. The following is documentation during the application of articulate storyline media in Civic Education (PKn) subjects for fifth-grade students at MIN 1 Banyuwangi:



**Picture 4. 32**

#### **Learning without Using Articulate Storyline Media**

In the picture above, the researcher carries out activities to deliver unity and diversity material without using articulate storyline learning media. As seen in the image above, students are conducting

group discussions. On the first day, the researcher applied the material delivery to the evaluation without using the media. After delivering the material, the class was divided into five groups; each group contained six people, except the last group had 5. Students get group assignments and then take turns coming forward to explain the results of group discussions. After all groups come forward alternately, all students are directed to return to their respective seats to work on the questions given by the teacher. Where the researcher was the teacher and the homeroom teacher was the assessor. After answering the questions, students are invited to discuss the results of their work. After correcting, the teacher asks students to conclude conclusions related to learning that day.



**Picture 4. 33**

### **Learning Using Articulate Storyline Media**

The picture above shows that researchers are carrying out activities to deliver unity and integrity material by developing articulate storyline interactive media in Civic Education (PKn) subjects for fifth-grade MIN 1 Banyuwangi students. After opening the lesson, the



researcher reads the procedures for using the media to students. Researchers give examples of practicing the beginning of delivering material until the material is finished using articulate storyline media. One by one, students take turns in the future according to the order of the bench using articulate storyline media just as the researcher does. Students alternately come forward to use articulate storyline learning media. For students in rows 1 and 2, they read the material, and for rows 3 and 4, they answer the quiz examples. After all, students can use articulate storyline media that researchers have developed; then, students are given practice questions to find out the learning outcomes on that day when using articulate storyline learning media. After answering the practice questions, students are invited to discuss the results of their work. After correcting, the teacher asks students to conclude conclusions related to learning that day.



**Picture 4. 34**

### **Questionnaire Filling and Assessment**

In the picture above, students are filling out an assessment questionnaire related to developing interactive media articulate

storyline in Civic Education (PKn) subjects for fifth-grade MIN 1 Banyuwangi students from researchers.

In the application above, the researcher obtained data in the form of a response questionnaire for students and teachers related to the interactive media articulate storyline in the subject of Civics Education (PKn) for fifth-grade MIN 1 Banyuwangi students, which aims to determine whether the media developed is suitable for use in fifth-grade MIN 1 Banyuwangi students. The responses of students and teachers are as follows.

**Table 4. 13**  
**Learner Response**

No	Name	Indicator Assessment		Total Score	Score
		1	0		
1.	Achmad Fathur Rosyid	19	1	19	95
2.	Achmad Ulil Bahza	19	1	19	95
3.	Afdal Valenthyano P	19	1	19	95
4.	Afzha Haikal Saputra	19	1	19	95
5.	Aldo Pradifta Rizquallah	19	1	19	95
6.	Annisa Qurrota Aqyunni	19	1	19	95
7.	Anugrah Ashari	18	2	18	90
8.	Aurel Sagita	19	1	19	95
9.	Bidayatul Hidayah	18	2	18	90
10.	Chandra Maharani	19	1	19	95
11.	Daruqutni Faura	19	1	19	95
12.	Faalih Ar Rouf Yusuf	19	1	19	95
13.	Fadli Tsabitul Azqa	19	1	19	95
14.	Gadiza Salsabila A.I	19	1	19	95
15.	Hafiza Zahra Asy'ari	19	1	19	95
16.	Humairoh Mafatihus S	19	1	19	95
17.	Indra Bayu Surya D	19	1	19	95
18.	Kevin Ramadhani Saputra	19	1	19	95
19.	Lilima Ari Safira	19	1	19	95
20.	M. Izzulhaq Al-Jawahir	19	1	19	95
21.	Mira Zaskia Rahmi	18	2	18	90
22.	Muhammad Farel Fahrezi	19	1	19	95

23.	Nafisa Aulia Qurrota A	19	1	19	95
24.	Nilna Qonita Abidah	19	1	19	95
25.	Novika Ari Sandi	19	1	19	95
26.	Qaleysa Aliya Nuzula	19	1	19	95
27.	Reiki Ahmad Syahreza R	19	1	19	95
28.	Sania Rahma Maulida	19	1	19	95
29.	Selfi Yatin Niyah	19	1	19	95
<b>Total Skor yang Diperoleh</b>		<b>2.766</b>			

**Table 4. 14**  
**Teacher Response**

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
1.	The attractiveness of the media display for students to learn				√	
2.	Clarity of writing			√		
3.	The suitability of the material on the media with the subject matter in the Basic Competencies (KD)				√	
4.	Grammar and sentence arrangement in the media for students to understand				√	
5.	The presentation of images in the media is exciting and proportional.				√	
6.	The ability of the media to increase student learning motivation			√		
7.	The ability of the media to increase student knowledge			√		
8.	Easy to apply to each student's cellphone			√		
<b>Total Empirical Score (Tse):</b>		<b>29</b>				

## 5. Evaluation Results

After implementation, evaluation is the fifth or final stage in the ADDIE research and development model. The purpose of this evaluation is so that the success carried out by researchers in developing articulate storyline learning media in Civics learning in fifth-grade MIN 1 Banyuwangi can be known to be worth using. The data obtained comes

from validation by several experts: material experts, media experts, teacher responses, and student response questionnaires.

## B. Data Analysis

In the data analysis, researchers will prove the validity of the results of the experts' validation. Experts in data analysis include material experts and media experts. The validator of the media expert is Mr. Muhammad Suwignyo Prayogo, M.Pd.I am one of the lecturers of the Faculty of Tarbiyah and Keguruan Science, Madrasah Ibtidaiyah Teacher Education study program in MI / SD Natural Science courses. The validator of the material expert is Mr. M. Sholahuddin Amrulloh, M.Pd, who is one of the lecturers of the Faculty of Tarbiyah and Keguruan Science, Madrasah Ibtidaiyah Teacher Education study program in MI / SD Civic Education courses. The following table shows the results of validation from experts or validators as follows:

### 1. Validation Results

#### 1. Results of Media Expert Assessment

**Table 4. 15**  
**Media Expert Validation Results**

##### a) Display Aspect

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
1.	Accuracy of background colour selection.				√	
2.	The harmony of the writing colour with the background.				√	
3.	Appropriateness of music selection.				√	
4.	The attractiveness of the video.				√	
5.	Clarity of audio sound.				√	
6.	Clarity of narration.			√		
7.	Video size.			√		

8.	Relevance of the video to the material (contextual).			√	
9.	Button placement				√
10.	Button consistency.				√
11.	Button size.				√
12.	Appropriateness of button colour selection.				√
13.	Appropriateness of text colour selection.				√
14.	Appropriateness of font selection.				√
15.	Appropriateness of font size.			√	
16.	Image clarity.				√
17.	Clarity of image colour.				√
18.	Accuracy of image size.				√
19.	The appearance of the slide design.				√
20.	Composition of each slide.				√

c) Programming Aspects

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
21.	The level of student interaction with the media.			√		
22.	Ease of interaction with the media.				√	
23.	Clarity of use.				√	
24.	Clarity of navigation structure.			√		
25.	Ease of use of buttons.				√	
26.	Provision of feedback on student responses.				√	
27.	Text efficiency.				√	
28.	Efficiency of slide usage.				√	
<b>Total Empirical Score (Tse):</b>						<b>106</b>

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

$$V\text{-ah} = \frac{106}{112} \times 100\% = 94,64\%$$

The table above shows that the results of the media expert assessment score a percentage of 94.64%. This score proves that the

media developed by researchers can be used and is categorized as feasible or valid and can be used without any improvements.

## 2. Material Expert Assessment Results

**Table 4. 16**  
**Material Expert Validation**

### a) Quality aspects of learning materials

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
1.	Material by KI and KD				√	
2.	Accuracy of material				√	
3.	The material presented is brief and easy to understand				√	
4.	The suitability of the material with the research objectives				√	

### b) Presentation Feasibility

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
5.	The writing of the material is organized, engaging, and reasonable.				√	
6.	Image suitability is in line with the material and its explanation.			√		
7.	Coherent delivery of material				√	

### c) Linguistic Aspects

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
8.	Correct use of effective language and EYD (Refined Spelling)				√	
9.	The suitability of grammar used in Articulate Storyline media				√	
10.	The feasibility of sentences used in Articulate Storyline media				√	
<b>Total Empirical Score (Tse):</b>						<b>36</b>

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

$$V\text{-ah} = \frac{36}{40} \times 100\% = 90\%$$

The table above shows that the results of the material expert assessment score a percentage of 90%. This score proves that the media developed by researchers is on the material to be taught.

### 3. Teacher Response Assessment Results

**Table 4. 17**  
**Teacher Response**

No	Rated Aspect	Alternative Answer				Comments
		1	2	3	4	
1.	The attractiveness of the media display for students to learn				√	
2.	Clarity of writing			√		
3.	The suitability of the material on the media with the subject matter in the Basic Competencies (KD)				√	
4.	Grammar and sentence arrangement in the media for students to understand				√	
5.	The presentation of images in the media is exciting and proportional.				√	
6.	The ability of the media to increase student learning motivation			√		
7.	The ability of the media to increase student knowledge			√		
8.	Easy to apply to each student's cellphone			√		
<b>Total Empirical Score (Tse):</b>		<b>29</b>				

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

$$V\text{-ah} = \frac{29}{32} \times 100\% = 90,62\%$$

The table above shows the results of the learning expert assessment, whose percentage score is 90.62%. This score proves that the media developed by researchers is feasible to use in learning.

## 2. Learner Response Test

The purpose of the response questionnaire for students is to find out the responses and interests of students in the articulate storyline learning media in Civics learning.

**Table 4. 18**  
**Learner Response Test Results**

No	Name	Indicator Assessment		Total Score	Score
		1	0		
1.	Achmad Fathur Rosyid	19	1	19	95
2.	Achmad Ulil Bahza	19	1	19	95
3.	Afdal Valenthyano P	19	1	19	95
4.	Afzha Haikal Saputra	19	1	19	95
5.	Aldo Pradifta Rizqualloh	19	1	19	95
6.	Annisa Qurrota Aqyunni	19	1	19	95
7.	Anugrah Ashari	18	2	18	90
8.	Aurel Sagita	19	1	19	95
9.	Bidayatul Hidayah	18	2	18	90
10.	Chandra Maharani	19	1	19	95
11.	Daruqutni Faura	19	1	19	95
12.	Faalih Ar Rouf Yusuf	19	1	19	95
13.	Fadli Tsabitul Azqa	19	1	19	95
14.	Gadiza Salsabila A.I	19	1	19	95
15.	Hafiza Zahra Asy'ari	19	1	19	95
16.	Humairoh Mafatihus S	19	1	19	95
17.	Indra Bayu Surya D	19	1	19	95
18.	Kevin Ramadhani Saputra	19	1	19	95
19.	Lilima Ari Safira	19	1	19	95
20.	M. Izzulhaq Al-Jawahir	19	1	19	95
21.	Mira Zaskia Rahmi	18	2	18	90
22.	Muhammad Farel Fahrezi	19	1	19	95
23.	Nafisa Aulia Qurrota A	19	1	19	95
24.	Nilna Qonita Abidah	19	1	19	95
25.	Novika Ari Sandi	19	1	19	95
26.	Qaleysa Aliya Nuzula	19	1	19	95
27.	Reiki Ahmad Syahreza R	19	1	19	95
28.	Sania Rahma Maulida	19	1	19	95
29.	Selfi Yatin Niyah	19	1	19	95
<b>Total Score Earned:</b>		<b>2.766</b>			



$$\text{NPR} = \frac{TS-e}{TS-max} \times 100\%$$

$$\text{NPR} = \frac{2766}{2900} \times 100\% = 95,37\%$$

The table above shows that the results of the response test on students score a percentage of 95,37%. This score proves that the media developed by researchers is feasible to use in learning.

**Table 4. 19**  
**Validation Result**

No	Validator	Percentage	Criteria
1.	Validator 1 (Media Expert)	95%	Valid
2.	Validator 2 (Material Expert)	90%	Valid
<b>Average Percentage Score:</b>		<b>93%</b>	<b>Valid</b>

The results of the data analysis of the two validators above show that validator 1 is 95% and validator 2 is 90%. Hence, the average percentage value of the two validators above is 93%. The results of this validity in the media feasibility test criteria state that the articulate storyline interactive media has met the Valid category.





**Table 4. 20**  
**Teacher and Student Response Results**

No	Validator	Percentage	Criteria
1.	Respon 1 (Teacher)	91%	Valid
2.	Respon 2 (Student)	95%	Valid
<b>Average Percentage Score:</b>		<b>93%</b>	<b>Valid</b>

The results of the data analysis of the two responses above show that response 1 is 91% and response 2 is 95%, so the average percentage value of the two above responses is 93%. The results of these responses can determine the practicality of articulate storyline interactive media.

### 3. Product Revision

Products that get an expert assessment still have improvements according to the validator's suggestions. The upgrades to the articulate storyline media before and after revision are shown in the figure.

Product Before Revision	Notes
	<p>The music is too loud and energetic. You can vary the song with instruments or slow music for learning (reading material), and there is slow music for quizzes, but if you are already steady with this music, delicate...</p>
	<p>On the "quiz" slide, please refine the word Ask so that students are not confused in answering.</p>
Product After Revision	Notes
	<p>Alhamdulillah, overall, it has been repaired and revised as directed. Please use this articulate storyline media with your cooperating teacher (class teacher) at MIN 1 Banyuwangi.</p>
	<p>It is suitable for testing.</p>

Based on the table above, researchers get suggestions from media experts in the form of music. The music from the researcher's product before revision uses a musical rhythm that is too loud and enthusiastic; the song can be varied with instruments or slow music for learning (reading

material), and there is slow music for Quizuiz. From these suggestions, the researcher improved the product to have one slow piece but encouraged children to learn. One of the articulate storyline's weaknesses is that media can add up to 1 music script. Therefore, researchers can only provide one music on articulate storyline media.

In addition to suggestions from media experts, researchers also get recommendations and input from material experts in the form of word improvement. The word editor in the quiz slide still needs to be improved so that students understand the practice questions given. Therefore, the researcher corrected it by adding, "Unity and Diversity can lead to"



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J E M B E R

## CHAPTER V

### PRODUCT REVIEW AND RECOMMENDATION

#### A. Review of the Revised Product

Media development is an improvement in a product that researchers have carried out and then testing the results of the feasibility of the product that has been produced. In this case, the product to be improved or developed has previously been used but improved or developed again to become a certain product. Meanwhile, the media is a tool the teacher uses in the learning process to achieve the objectives.<sup>61</sup>

Articulate storyline media is a learning media in the form of an application that contains interesting effects in learning that can be applied by students so that it can increase curiosity to students about Civics Education (PKn) learning material in fifth-grade. Articulate storyline media also includes media that attracts the attention of students with several pages that are already available.

Using learning displays in the form of presentations and games will make it more attractive and easier for students to accept to avoid boredom in learning (Agustin & Kurniawan, 2021). Therefore, this articulate storyline application has more appeal because there are various desired types such as text, images, video, audio, Etc. With this application, students can quickly accept the subject matter of Civics Education (PKn).<sup>62</sup>

<sup>61</sup> Muhammad Japar, Dini Nur Fadhillah, & Ganang Lakshita, *"Primary Civics Learning Media"*, (Surabaya, East Java: CV Jakad Publishing Surabaya, 2019). Page 58

<sup>62</sup> Wahyu Riski, *"Development of PPKN Learning Media Assisted by AS3"* (Semarang, Central Java, 2022). 4.

Civic Education (PKn) is learning to form civic knowledge, skills, and disposition in students to create good citizens. In creating student character, the foundation is Civic Education (PKn) because it directs the aspects of personality in Pancasila. Developing attitudes, mindsets, and behavior is important to Civic Education (PKn).<sup>63</sup>

In developing an interactive media articulate storyline in learning civic education at MIN 1 Banyuwangi with a total of 29 students, researchers used Research and Development research with the ADDIE research model, which has five stages including analysis, design, development, implementation, and evaluation.

The specifications of articulate storyline interactive media from a combination of several animations, effects, audio, and text have become a special attraction for students. Various buttons can also attract students' curiosity about the media developed. The world of children is very diverse, including the world of games. Articulate storyline interactive media is also like games that make it easier for students to understand the material from the features available on articulate storyline interactive media. Articulate storyline interactive media can be used on laptops and cellphones, and the application is also easy.

The articulate storyline interactive media developed by researchers discusses the Unity and Diversity of Civics class V material. The material discussed is about the definition of unity and diversity, the benefits of unity

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<sup>63</sup> Ruminiati. (2007). *"Development of Elementary Citizenship Education"*. Jakarta: Directorate General of Higher Education, Ministry of National Education.

and diversity, the importance of unity and diversity, examples of attitudes toward unity and diversity, and the consequences caused if there is no unity and diversity both in the family, school, community, and country. The media also contains examples of quiz three and practice question 10. Later, the practice questions will produce a score obtained by each student, and the press also includes a review of student answers.

The following are the steps for making articulate storyline media:

1. Download the articulate storyline application through the website on a laptop.
2. Open the articulate storyline application, then click the new project button (create a new project).
3. Change the media size by clicking the design tab and selecting Story Size Setup.
4. Enter the background by copying and pasting the jpg file from the ground.
5. Add the media title.
6. Insert some buttons or media icons like copy and paste the background or drag and drop.
7. Enter the material text by clicking the format button and choose according to the media so that it can be shifted up and down (scrolling panel).
8. Also, insert animation and character in the insert character section.
9. Give hover and trigger effects to the icons by duplicating them, and then one of the icons gives a hover effect.
10. If the first slide can already be duplicated so as not to recreate it.

11. Insert music so the media can attract students' attention by clicking insert audio or video.
12. When creating a quiz slide, click the question design button and select the quiz form; some are multiple-choice, fill-in, true and false, and so on.
13. If it is still not interesting, it can be replaced with other effects or animations available in the application.
14. The last step is to save and publish it as an application by clicking the home menu and then publishing.

The procedure for using the articulate storyline Civics Rock application is as follows:

1. Preparation before using an articulate storyline: At this stage, students must prepare themselves for using the media to smoothly learn the procedures or instructions for using the media.
2. Second stage: The teacher asks them to listen and follow instructions to understand the material.
3. The third stage is when the teacher explains the procedures for using articulate storyline media.
4. The fourth stage is when the teacher opens the articulate storylyne media and reads the title of the articulate storylyne.
5. Students observe the material in the articulate storylyne media in the fifth stage.
6. The sixth stage is for the teacher to explain the contents of the articulate storylyne media.

7. The seventh stage is for students to try and imitate the teacher's procedures.
8. In the eighth stage, students understand the material.
9. In the ninth stage, students do the exercises in the articulate storyline (completion stage).
10. In the last stage, students close the articulate storyline media with the help and direction of instructions from the teacher.

## **B. Recommendation for Teacher and Future Researcher**

In this section, based on the discussion and conclusion that has been stated, the researcher would elaborate some suggestions, as follows:

### **1. The English Teacher**

The existing learning media needs to be developed again so that the media can be effective for students and students can interact with learning media.

### **2. The Future Researcher**

For future researchers, the researcher suggested that PowerPoint learning media can be further developed into articulate storyline media. Fluent storyline media can provide effective learning results and more than one music script so that music can be distinguished for material and practice questions.



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Lampiran 1

1

## SURAT PERNYATAAN KEASLIAN TULISAN

Lampiran I

### SURAT PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini, saya:

Nama : Nahdiah Nur Fauziah  
 NIM : 205101040012  
 Prodi : Pendidikan Guru Marasah Ibtidaiyah  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Institut : UIN Kiai Haji Achmad Siddiq Jember

Dengan ini menyatakan bahwa skripsi yang berjudul **“Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi”** adalah hasil penelitian/karya sendiri, kecuali bagian-bagian yang dirujuk sumbernya.

Demikian pernyataan keaslian skripsi ini dibuat dengan sebenar-benarnya.

Jember, 02 Oktober 2023

Saya Menyatakan

UNIVERSITAS ISLAM Negeri  
 KIAI HAJI ACHMAD SIDDIQ  
 JEMBER



Nahdiah Nur Fauziah  
 NIM. 205101040012

Lampiran 2

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI  
 MADRASAH IBTIDAIYAH NEGERI 1 BANYUWANGI  
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**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

Nomor : 327/Mi.13.30.01/PP.00.9/06/2023

Yang bertanda tangan dibawah ini

Nama : Mohammad Haris Jamroni, S.Pd.I  
 NIP : 19780126 200501 1 003  
 Pangkat/Gol.Ruang : Pembina (IV/a)  
 Jabatan : Guru Madya/Kepala MIN 1 Banyuwangi

Menerangkan bahwa

Nama : Nahdiah Nur Fauziah  
 NIM : 205101040012  
 Program Studi : Pendidikan Guru Madrasah Ibtidaiyah  
 Judul : *"Pengembangan Media Interaktif Articulate Storyline  
 Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik  
 Kelas V-C MIN 1 Banyuwangi"*

Nama tersebut diatas adalah Mahasiswa Universitas Islam Negeri Kiai Haji Achmad Siddiq (UINKHAS) Jember Fakultas Tarbiyah dan Keguruan **Telah Melaksanakan Penelitian** di Madrasah Ibtidaiyah Negeri 1 Banyuwangi, mulai 16 Mei 2023 s.d 22 Juni 2023.

Demikian Keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.



Banyuwangi, 23 Juni 2023  
 Kepala Madrasah

*(Signature)*  
 Mohammad Haris Jamroni

## Lampiran 3

**RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )**

**Satuan Pendidikan** : MIN 1 BANYUWANGI  
**Mata Pelajaran** : PPKN  
**Kelas / Semester** : 5 /2  
**Pelajaran** : Persatuan dan Kesatuan  
**Pembelajaran ke** : 2  
**Alokasi waktu** : 2 x 30 menit

**A. KOMPETENSI INTI**

1. Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.
2. Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya.
3. Memahami pengetahuan faktual dengan cara mengamati (mendengar, melihat, membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, sekolah, dan tempat bermain.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis, dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

**B. KOMPETENSI DASAR**

Pendidikan Kewarga Negeraan	
Kompetensi Dasar	Indikator
3.4 Menggali manfaat persatuan dan kesatuan untuk membangun kerukunan hidup	3.4.1 <b>Menganalisis</b> pengertian, manfaat, dan pentingnya persatuan dan kesatuan untuk membangun kerukunan hidup. <b>(HOTS C4)</b>
4.4 Menyajikan hasil penggalan tentang manfaat persatuan dan kesatuan untuk membangun kerukunan	4.4.1 <b>Mempraktekkan</b> pengertian, manfaat, dan pentingnya manfaat persatuan dan kesatuan untuk membangun kerukunan hidup. <b>(HOTS P3)</b>

**C. TUJUAN PEMBELAJARAN**

1. Dengan menyimak penjelasan dari guru, siswa dapat **menganalisis** pengertian, manfaat, dan pentingnya persatuan dan kesatuan untuk membangun kerukunan hidup dengan benar. **(Saintifik HOTS C4)**
2. Dengan penugasan, siswa dapat **mempraktekkan** pengertian, manfaat, dan pentingnya persatuan dan kesatuan untuk membangun kerukunan hidup dengan benar. **(HOTS P3)**

**D. MATERI PEMBELAJARAN**

1. Semangat persatuan dan kesatuan dalam masyarakat.

### E. PENDEKATAN, MODEL, METODE

1. Pendekatan : Saintifik
2. Metode : Praktek, Diskusi, Permainan, Penugasan Dan Tanya Jawab.

### F. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	<ol style="list-style-type: none"> <li>1. Guru memberi salam pembuka (<b>Religius</b>)</li> <li>2. Guru menanyakan kabar peserta didik (<b>Rasa ingin tahu</b>)</li> <li>3. Guru membuka pelajaran dengan berdo`a bersama untuk menanamkan <b>nilai religius</b>.</li> <li>4. Guru mengecek kehadiran peserta didik untuk memantau <b>kedisiplinan</b> peserta didik (<b>C5</b>)</li> <li>5. Guru memberikan pengulangan materi sebelumnya dan menghubungkan dengan materi pembelajaran hari ini melalui quiz (<b>Apersepsi</b>)</li> <li>6. Peserta didik diberikan motivasi dengan cara memberikan <i>ice breking</i> dengan cara membaca cerita yang ada pada buku?" (<b>Motivasi</b>)</li> <li>7. Mengaitkan pertanyaan tersebut dengan materi yang akan diajarkan pelajaran 4 pembelajaran 2 (Persatuan dan Kesatuan Materi Semangat Persatuan dan Kesatuan dalam Masyarakat) (<b>Kolaborasi, C4</b>)</li> <li>8. Guru menyampaikan garis besar materi yang disampaikan (<b>Communication</b>)</li> <li>9. Guru menyampaikan tujuan pembelajaran. (<b>Communication</b>)</li> </ol>	15 menit
Inti	<p><b>Langkah-Langkah Kegiatan Pembelajaran</b></p> <p>➤ <b>Orientasi Siswa Pada Masalah</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mendengarkan penjelasan guru terkait tata cara penggunaan media <i>articulate storyline</i>.</li> <li>• Guru menyampaikan materi dengan menggunakan media <i>articulate storyline</i>.</li> <li>• Peserta didik mendengarkan penjelasan dari guru terkait materi semangat persatuan dan kesatuan dalam masyarakat.</li> <li>• Satu persatu peserta didik bergiliran maju ke depan menggunakan media <i>articulate storyline</i>.</li> <li>• Peserta didik mengamati contoh soal yang diberikan oleh guru yang ada pada media <i>articulate storyline</i>. (<b>Mengamati-Saintifik</b>),</li> <li>• Peserta didik mencoba menjawabnya sesuai dengan</li> </ul>	30 menit



	<p>soal yang sudah tersedia pada media <i>articulate storyline</i> tersebut. <b>(Critical thinking)</b></p> <ul style="list-style-type: none"> <li>• Setelah selesai menjawab soal yang diberikan siswa mendengarkan guru memberi penguatan tentang materi yang dibahas (Persatuan dan Kesatuan Materi Semangat Persatuan dan Kesatuan dalam Masyarakat)</li> </ul> <p>a. <b>Ayo Mendengarkan</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mendengarkan penjelasan guru terkait tata cara penggunaan media <i>articulate storyline</i>.</li> <li>• Siswa mendapatkan materi singkat dari guru dan menganalisa materi yang disajikan dengan benar. <b>(C4)</b></li> </ul> <p>b. <b>Ayo Menulis</b></p> <ul style="list-style-type: none"> <li>• Pada kegiatan : Ayo Menulis, secara mandiri siswa menulis materi semangat persatuan dan kesatuan dalam masyarakat yang sudah diberikan oleh guru.</li> <li>• Setelah menulis guru memberikan pertanyaan-pertanyaan yang sesuai dengan materi, yaitu materi semangat persatuan dan kesatuan dalam masyarakat. <b>(Critical Thinking)</b></li> </ul> <p>c. <b>Ayo Membaca</b></p> <ul style="list-style-type: none"> <li>• Setelah menulis siswa membaca dan menganalisa materi-materi yang telah diberikan oleh guru dengan baik dan konsentrasi. <b>(HOTS C4)</b></li> </ul> <p>d. <b>Ayo Mengerjakan</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mendengarkan penjelasan dari guru terkait latihan soal.</li> <li>• Siswa mengerjakan soal yang sudah diberikan oleh guru.</li> <li>• Siswa mengumpulkan lembar jawaban dari latihan soal yang diberikan guru tadi.</li> <li>• Guru mengoreksi latihan soal yang sudah dikerjakan siswa.</li> </ul> <p><b>Hasil yang diharapkan</b></p> <ul style="list-style-type: none"> <li>• Siswa memahami tentang materi semangat persatuan dan kesatuan dalam masyarakat, juga mampu menyelesaikan dalam bentuk latihan soal dan soal cerita.</li> <li>• Kemandirian dan ketekunan dalam mengerjakan tugas serta kepekaan dan berpikir kritis.</li> </ul> <p><b>Catatan :</b></p> <ul style="list-style-type: none"> <li>• Kegiatan ini merupakan media untuk mengukur seberapa jauh materi yang sudah dipelajari dan</li> </ul>	
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	<p>dipahami siswa.</p> <ul style="list-style-type: none"> <li>• Sebagai tindak lanjut dari kegiatan ini, guru dapat memberikan REMEDIAL dan PENGAYAAN sesuai dengan tingkat pencapaian masing-masing siswa.</li> </ul> <p><b>Hasil yang diharapkan</b></p> <ul style="list-style-type: none"> <li>• Siswa meningkatkan kegiatan belajarnya sesuai dengan tingkat pencapaian yang dicapainya.</li> </ul> <p><b>Kerja Sama Dengan Orang Tua</b></p> <ul style="list-style-type: none"> <li>• Dengan bantuan orang tuanya, siswa belajar lebih lanjut lagi atau memperbanyak latihan soal terkait materi semangat persatuan dan kesatuan dalam masyarakat.</li> <li>• Siswa menentukan hasil dari belajar di rumah tersebut.</li> </ul> <p><b>Hasil yang diharapkan</b></p> <ul style="list-style-type: none"> <li>• Memahami materi semangat persatuan dan kesatuan dalam masyarakat.</li> <li>• Menambah rasa ingin tahu.</li> <li>• Kerja sama.</li> <li>• Keterampilan mengumpulkan dan mengolah data atau informasi melalui kegiatan pengamatan dan berkelompok.</li> </ul>	
Penutup	<ol style="list-style-type: none"> <li>1. Peserta didik diajak melakukan refleksi dan menyimpulkan materi pembelajaran hari ini dengan bersama-sama. (<b>Mengelola informasi critical thinking, C6</b>)</li> <li>2. Guru memberikan penguatan dari kesimpulan</li> <li>3. Siswa diberikan kesempatan berbicara/bertanya dan menambahkan informasi dari siswa lainnya.</li> <li>4. Siswa dan guru bertanya jawab tentang materi yang telah dipelajari hari ini untuk mengetahui hasil ketercapaian materi. (<b>Refleksi, Critical Thinking, Communication C-4</b>)</li> <li>5. Peserta didik diberikan kesempatan oleh guru untuk menyampaikan pendapatnya tentang pembelajaran yang telah diikuti. (<b>Reflektif</b>)</li> <li>6. Peserta didik diajak melakukan <b>Ice Breaking (tepuk tangan)</b></li> <li>7. Peserta didik diberi tugas dari buku sesuai materi pembelajaran hari ini (materi semangat persatuan dan kesatuan dalam masyarakat). (<b>Creatifity, C6</b>)</li> <li>8. Siswa mendengarkan tugas berikutnya yang harus dikerjakan yaitu mengerjakan evaluasi melalui LKPD.</li> </ol>	15 menit

	<p>9. Siswa mendengarkan pesan moral yang disampaikan guru dengan cermat.</p> <p>10. Menyanyikan salah satu lagu daerah untuk menumbuhkan nasionalisme, persatuan, dan toleransi.</p> <p>11. Peserta didik berdoa sesudah pembelajaran (<b>Religius</b>)</p> <p>12. Guru mengucapkan salam penutup (<b>Religius</b>)</p>	
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## G. PENILAIAN

### PENILAIAN, REMIDI DAN PENGAYAAN

#### 1. Teknik Penilaian

- Penilaian Sikap : Observasi  
 Penilaian Pengetahuan : quis dan Tes Tulis (Pilihan Ganda)  
 Penilaian Keterampilan : Unjuk Kerja dan portofolio

#### 2. Instrumen Penilaian

- Lembar Observasi (pengamatan sikap)  
 Pertanyaan lisan, Isian  
 Proyek  
 Pembelajaran Remedial dan Pengayaan

#### Remedial

- Menjelaskan kembali materi semangat persatuan dan kesatuan dalam masyarakat bagi siswa yang belum paham.
- Mengulas kembali materi yang berhubungan dengan materi semangat persatuan dan kesatuan dalam masyarakat bagi siswa yang belum paham
- Mengulas dan mencontohkan lebih lanjut tentang materi semangat persatuan dan kesatuan dalam masyarakat dominan statis bagi siswa yang belum paham

#### Pengayaan

- Siswa membaca buku dan slogan-slogan yang berhubungan dengan materi semangat persatuan dan kesatuan dalam masyarakat
- Guru menugaskan siswa mencari sumber-sumber lain yang berhubungan dengan materi semangat persatuan dan kesatuan dalam masyarakat
- Siswa mengembangkan contoh dari materi semangat persatuan dan kesatuan dalam masyarakat dalam bentuk permainan sederhana

## H. MEDIA PEMBELAJARAN

1. Media : Media Pembelajaran Interaktif *Articulate Storyline*
2. Alat : laptop dan LCD Proyektor
3. Sumber Belajar

1. Buku Pedoman Guru Pendidikan Kewarga Negeraan Kelas 5
2. Internet :

Link Sumber Belajar

- <https://youtu.be/PPE09K9TjRA>
- <https://youtu.be/uDrCpri9c3Q>
- <https://youtu.be/IWhy8egAKos>

**Evaluasi Pembelajaran**  
**Penilaian Sikap, Pengetahuan dan Keterampilan**  
**Model Penilaian HOTS**

**1. Penilaian Sikap**

- a. Teknik Penilaian : Observasi  
 b. Bentuk Instrumen : Lembar Observasi  
 c. Lembar Penilaian Sikap  
 Minggu ke-... Bulan.... 2023

No	Nama Siswa	Sikap Yang Dinilai												Jumlah Skor
		Kerja Sama				Tanggung Jawab				Teliti				
		1	2	3	4	1	2	3	4	1	2	3	4	
1.														
...														
Dst.														

Keterangan :

Lembar penilaian ini dimulai dengan memberikan tanda centang (√) pada kolom dengan ketentuan :

1. : belum terlihat
2. : cukup terlihat
3. : terlihat
4. : sangat terlihat

**2. Penilaian Pengetahuan**

Pendidikan Kewarga Negara (PKn)

- a. Penyelesaian essay soal cerita (penskoran) tentang materi persatuan dan kesatuan.
- b. Jumlah butir soal : 5
- c. Skor tiap soal : 10
- d. Total skor : 100

**3. Penilaian Keterampilan**

- a. Ilmu Pengetahuan Sosial  
 Membuat laporan tentang materi persatuan dan kesatuan.

Kriteria	Sangat Baik (4)	Baik (3)	Cukup (2)	Perlu Pendampingan (1)
Kemampuan melaporkan hasil kerja team dalam bentuk tabel	Siswa mengisi tabel pertanyaan dengan lengkap dan tepat sesuai hasil diskusi.	Siswa mengisi tabel pertanyaan dengan lengkap tetapi kurang tepat.	Dala mengisi tabel, ada kolom pada tabel yang tidak diisi oleh siswa atau ada jawaban yang tidak tepat.	Siswa hanya mengisi satu kolom pada tabel dan jawaban tidak tepat.

No	Nama	Kelengkapan Isi Laporan	Tampilan
		Score	Score
1.			
.....			
Dst.			

**Keterangan :**

Lampiran 1 : Materi Ajar

- <https://drive.google.com/file/d/14jUwO0Y2fug1I3dGhNxbnQ5C2s93LRNc/view?usp=drivesdk>

Lampiran 2 : LKPD

- [https://drive.google.com/file/d/1vjTbuM\\_agWO28CoaAcOERF58Nnr3ent/view?usp=drivesdk](https://drive.google.com/file/d/1vjTbuM_agWO28CoaAcOERF58Nnr3ent/view?usp=drivesdk)

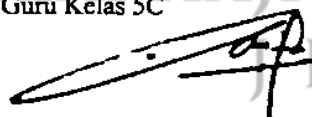
Lampiran 3 : Kisi-Kisi Soal

Lampiran 4 : Kartu Soal


Lampiran 5 : Soal Evaluasi

Lampiran 6 : Pedoman Penskoran

Mengetahui,  
Guru Kelas 5C

  
**Wawan Taufiqur Rahman, S.Pd**  
NIP. 198305302005011001

Banyuwangi, 12 Juni 2023  
Mahasiswa

  
**Nandiah Nur Fauziah**  
NIM. 205101040012

Mengetahui,  
Kepala Madrasah



  
**Muhammad Haris Jamroni, S.Pd.I**  
NIP. 197801262005011003

## Lampiran 4

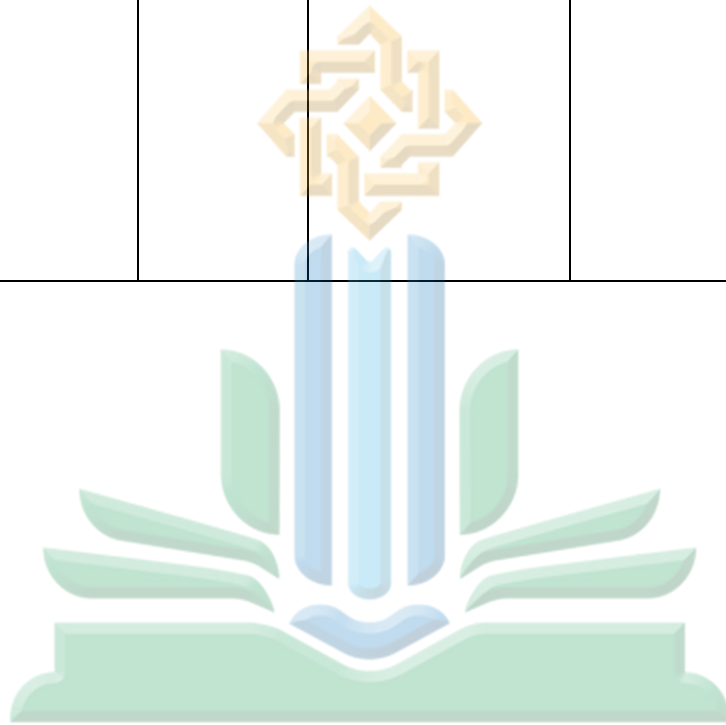
**MATRIK PENELITIAN**

Nahdiah Nur Fauziah

**Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik  
Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi**

Judul	Variabel	Sub Variabel	Indikator	Sumber Data	Metode Penelitian	Fokus Penelitian
Pengembangan Media Interaktif <i>Articulate Storyline</i> Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Madrasah Ibtidaiyah Negeri (MIN) 1 Banyuwangi	Media Interaktif <i>Articulate Storyline</i>	Konsep dasar media	<ol style="list-style-type: none"> <li>1. Pengertian</li> <li>2. Prinsip</li> <li>3. Manfaat</li> <li>4. Jenis-Jenis</li> <li>5. Prosedur Penggunaan</li> <li>6. Kelemahan dan Kelebihan</li> <li>7. Menu Pendukung</li> </ol>	<ol style="list-style-type: none"> <li>1. Wawancara Kepala Madrasah, Guru Kelas, dan Siswa kelas lima.</li> <li>2. Buku referensi: jurnal, <i>E-book</i>, penelitian terdahulu yang berkaitan dengan judul penelitian.</li> </ol>	<ol style="list-style-type: none"> <li>1. Metode penelitian <i>Research and Development</i></li> <li>2. Model pengembangan ADDIE.</li> <li>3. Teknik Pengumpulan Data: <ul style="list-style-type: none"> <li>• Observasi</li> <li>• Wawancara</li> <li>• Dokumentasi</li> <li>• Angket</li> </ul> </li> <li>4. Jenis Data: <ul style="list-style-type: none"> <li>• Kualitatif</li> <li>• Kuantitatif</li> </ul> </li> <li>5. Analisis Data: <ul style="list-style-type: none"> <li>• Kualitatif</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Bagaimana desain produk pengembangan media interaktif articulate storyline pada pembelajaran Pendidikan Kewarganegaraan peserta didik kelas MIN 1 Banyuwangi?</li> <li>2. Bagaimana kelayakan pengembangan media interaktif articulate storyline pada pembelajaran Pendidikan Kewarganegaraan peserta didik kelas MIN 1 Banyuwangi?</li> <li>3. Bagaimana praktikalitas</li> </ol>

					<ul style="list-style-type: none"> <li>• Kuantitatif</li> </ul> <p>6. Uji Coba Produk:</p> <ul style="list-style-type: none"> <li>• Uji Ahli Materi</li> <li>• Uji Ahli Media</li> <li>• Uji Coba (Respon Pendidik Dan Peserta Didik)</li> </ul>	<p>pengembangan media interaktif articulate storyline pada pembelajaran Pendidikan Kewarganegaraan peserta didik kelas MIN 1 Banyuwangi?</p>
--	--	--	--	--	--	--



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## Lampiran 5

## ANGKET VALIDASI AHLI MEDIA

ANGKET VALIDASI AHLI MEDIA

**Judul Penelitian** : Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi  
**Penyusun** : Nahdiah Nur Fauziah  
**Pembimbing** : Nina Sutrisno, M.Pd.  
**Instansi** : Fakultas Tarbiyah dan Ilmu Keguruan / Pendidikan Guru Madrasah Ibtidaiyah UIN Kiai Haji Achmad Siddiq Jember

Dengan hormat,

Sehubungan dengan “Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi”, maka melalui instrumen ini Bapak/Ibu kami mohon untuk memberikan penilaian terhadap media yang telah dibuat. Penilaian dari Bapak/Ibu akan digunakan sebagai validasi dan masukan untuk memperbaiki kualitas media pembelajaran ini sehingga dapat diketahui layak atau tidak layak media ini digunakan dalam pembelajaran Pendidikan Kewarganegaraan.

**A. Petunjuk Penilaian:**

1. Mohon kesediaan Bapak untuk memberikan penilaian terhadap media interaktif *Articulate Storyline* dengan beberapa aspek yang diberikan
2. Mohon untuk memberikan tanda *check list* (✓) pada kolom pilihan jawaban dengan memberikan penilaian yang dianggap sesuai. Skor penilaian adalah 1, 2, 3, dan 4 dengan kriteria bahwa semakin besar bilangan yang dipilih, maka semakin baik/sesuai dengan aspek yang disebutkan.
3. Mohon bapak memberikan saran revisi.

**B. Keterangan Skala Penilaian:**

1. 1 = sangat tidak relevan / sangat tidak baik
2. 2 = kurang relevan / kurang baik
3. 3 = relevan / baik
4. 4 = sangat relevan / sangat baik

Sebelum melakukan penilaian, Bapak/Ibu kami mohon identitas secara lengkap terlebih dahulu.

**Identitas Validator**

Nama :  
 NIP :  
 Instansi :

**C. Aspek Tampilan**

No	Aspek yang Dinilai	Alternatif Jawaban				Komentar
		1	2	3	4	
1.	Ketepatan pemilihan warna background.				✓	
2.	Keserasian warna tulisan dengan background.				✓	
3.	Ketepatan memilih musik.			✓		
4.	Kemenerikan video.			✓		
5.	Kejelasan suara audio.			✓		
6.	Kejelasan narasi				✓	



7.	Ukuran video.				✓	
8.	Relevansi video dengan materi (kontekstual).					✓
9.	Penempatan tombol					✓
10.	Konsistensi tombol			✓		
11.	Ukuran tombol					✓
12.	Ketepatan pemilihan warna tombol.					✓
13.	Ketepatan pemilihan warna teks.					✓
14.	Ketepatan pemilihan jenis huruf.					✓
15.	Ketepatan ukuran huruf.					✓
16.	Kejelasan gambar.					✓
17.	Kejelasan warna gambar.					✓
18.	Ketepatan ukuran gambar.					✓
19.	Tampilan desain slide.					✓
20.	Komposisi tiap slide.					✓

#### D. Aspek Pemrograman

No	Aspek yang Dinilai	Alternatif Jawaban				Komentar
		1	2	3	4	
21.	Tingkat interaksi siswa dengan media.			✓		
22.	Kemudahan berinteraksi dengan media.				✓	
23.	Kejelasan penggunaan.				✓	
24.	Kejelasan struktur navigasi.				✓	
25.	Kemudahan penggunaan tombol.			✓		
26.	Pemberian umpan balik terhadap respon siswa.				✓	
27.	Efisiensi teks.			✓		
28.	Efisiensi penggunaan slide.				✓	

#### E. Kebenaran Tampilan dan Pemrograman

Petunjuk

1. Apabila terjadi pada aspek pembelajaran dan isi mohon ditulis slide beberapa pada kolom 2.
2. Pada kolom 3 ditulis jenis kesalahan atau bagian yang perlu disempurnakan, seperti kesalahan susunan kalimat, kesalahan penggunaan gambar dan lainnya.
3. Saran untuk perbaikan mohon ditulis singkat dan jelas pada kolom 4.

No	Bagian yang Salah	Jenis Kesalahan	Saran Perbaikan
1.	Pembacaan huruf	terlalu Keras.	Volume & jenis huruf can yg slow
2.	Gambar kecil	Ditambah gambarnya.	di lengkapi gambar spy menarik
3.	teks bergantian	di Schwarzkan hurufnya.	di perbaiki secara aram



### ANGKET VALIDASI AHLI MEDIA

**Judul Penelitian** : Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi  
**Penyusun** : Nahdiah Nur Fauziah  
**Pembimbing** : Nina Sutrisno, M.Pd.  
**Instansi** : Fakultas Tarbiyah dan Ilmu Keguruan / Pendidikan Guru Madrasah Ibtidaiyah UIN Kiai Haji Achmad Siddiq Jember

Dengan hormat,

Sehubungan dengan "Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi", maka melalui instrumen ini Bapak/Ibu kami mohon untuk memberikan penilaian terhadap media yang telah dibuat. Penilaian dari Bapak/Ibu akan digunakan sebagai validasi dan masukan untuk memperbaiki kualitas media pembelajaran ini sehingga dapat diketahui layak atau tidak layak media ini digunakan dalam pembelajaran Pendidikan Kewarganegaraan.

#### A. Petunjuk Penilaian:

1. Mohon kesediaan Bapak untuk memberikan penilaian terhadap media interaktif *Articulate Storyline* dengan beberapa aspek yang diberikan
2. Mohon untuk memberikan tanda *check list* (√) pada kolom pilihan jawaban dengan memberikan penilaian yang dianggap sesuai. Skor penilaian adalah 1, 2, 3, dan 4 dengan kriteria bahwa semakin besar bilangan yang dipilih, maka semakin baik/sesuai dengan aspek yang disebutkan.
3. Mohon bapak memberikan saran revisi.

#### B. Keterangan Skala Penilaian:

1. 1 = sangat tidak relevan / sangat tidak baik
2. 2 = kurang relevan / kurang baik
3. 3 = relevan / baik
4. 4 = sangat relevan / sangat baik

Sebelum melakukan penilaian, Bapak/Ibu kami mohon identitas secara lengkap terlebih dahulu.

#### Identitas Validator

Nama :  
 NIP :  
 Instansi :

#### C. Aspek Tampilan

No	Aspek yang Dinilai	Alternatif Jawaban				Komentar
		1	2	3	4	
1.	Ketepatan pemilihan warna background.				✓	
2.	Keserasian warna tulisan dengan background.				✓	
3.	Ketepatan memilih musik.				✓	
4.	Kemenerikan video.				✓	
5.	Kejelasan suara audio.				✓	
6.	Kejelasan narasi.			✓	•	

7.	Ukuran video.								
8.	Relevansi video dengan materi (konstektual).					✓			
9.	Penempatan tombol								✓
10.	Konsistensi tombol								✓
11.	Ukuran tombol								✓
12.	Ketepatan pemilihan warna tombol								✓
13.	Ketepatan pemilihan warna teks.								✓
14.	Ketepatan pemilihan jenis huruf.								✓
15.	Ketepatan ukuran huruf.					✓			
16.	Kejelasan gambar.								✓
17.	Kejelasan warna gambar.								✓
18.	Ketepatan ukuran gambar.								✓
19.	Tampilan desain slide.								✓
20.	Komposisi tiap slide.								✓

#### D. Aspek Pemrograman

No	Aspek yang Dinilai	Alternatif Jawaban				Komentar
		1	2	3	4	
21.	Tingkat interaksi siswa dengan media.			✓		
22.	Kemudahan berinteraksi dengan media.				✓	
23.	Kejelasan penggunaan.				✓	
24.	Kejelasan struktur navigasi.			✓		
25.	Kemudahan penggunaan tombol.				✓	
26.	Pemberian umpan balik terhadap respon siswa.				✓	
27.	Efisiensi teks.				✓	
28.	Efisiensi penggunaan slide.				✓	

#### E. Kebenaran Tampilan dan Pemrograman

Petunjuk

1. Apabila terjadi pada aspek pembelajaran dan isi mohon ditulis slide beberapa pada kolom 2.
2. Pada kolom 3 ditulis jenis kesalahan atau bagian yang perlu disempurnakan, seperti kesalahan susunan kalimat, kesakahan penggunaan gambar dan lainnya.
3. Saran untuk perbaikan mohon ditulis singkat dan jelas pada kolom 4.

No	Bagian yang Salah	Jenis Kesalahan	Saran Perbaikan
1	Selain kekelum.		
	Sudah direvisi		

## F. Komentor dan Saran Umum

Alhamdulillah, selama keseluruhan sudah dipobatkan dan direvisi sesuai arahan. Silahkan Media Articulate Storyline ini bisa digunakan sebagai guru Pamong (guru-kelas) di MIK Banyuwangi.

## G. Kesimpulan

Media Interaktif *Articulate Storyline* ini dinyatakan:

1. Layak untuk diuji cobakan tanpa revisi
2. Layak untuk diuji cobakan dengan revisi dan sesuai saran
3. Tidak layak untuk diuji cobakan

Mohon dilingkari "O" pada nomor sesuai kesimpulan anda.

Jember, 29 Juli 2023

Validator



M. Suryana Prayogo

NIP. 19861002200031004

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## Lampiran 6

## ANGKET VALIDASI AHLI MATERI

ANGKET VALIDASI AHLI MATERI

**Judul Penelitian** : Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi  
**Penyusun** : Nahdiah Nur Fauziah  
**Pembimbing** : Nina Sutrisno, M.Pd.  
**Instansi** : Fakultas Tarbiyah dan Ilmu Keguruan / Pendidikan Guru Madrasah Ibtidaiyah UIN Kiai Haji Achmad Siddiq Jember

Dengan hormat,

Sehubungan dengan “Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi”, maka melalui instrumen ini Bapak/Ibu kami mohon untuk memberikan penilaian terhadap media yang telah dibuat. Penilaian dari Bapak/Ibu akan digunakan sebagai validasi dan masukan untuk memperbaiki kualitas media pembelajaran ini sehingga dapat diketahui layak atau tidak layak media ini digunakan dalam pembelajaran Pendidikan Kewarganegaraan.

**A. Petunjuk Penilaian:**

1. Mohon kesediaan Bapak untuk memberikan penilaian terhadap media interaktif *Articulate Storyline* dengan beberapa aspek yang diberikan
2. Mohon untuk memberikan tanda *check list* (√) pada kolom pilihan jawaban dengan memberikan penilaian yang dianggap sesuai. Skor penilaian adalah 1, 2, 3, dan 4 dengan kriteria bahwa semakin besar bilangan yang dipilih, maka semakin baik/sesuai dengan aspek yang disebutkan.
3. Mohon bapak memberikan saran revisi.

**B. Keterangan Skala Penilaian:**

1. 1 = sangat tidak relevan / sangat tidak baik
2. 2 = kurang relevan / kurang baik
3. 3 = relevan / baik
4. 4 = sangat relevan / sangat baik

Sebelum melakukan penilaian, Bapak/Ibu kami mohon identitas secara lengkap terlebih dahulu.

**Identitas Validator**

Nama :  
 NIP :  
 Instansi :

**C. Aspek Kualitas Materi Pembelajaran**

No	Aspek yang Dinilai	Skor Penilaian				Komentar
		1	2	3	4	
1.	Materi sesuai dengan KI dan KD				√	
2.	Ketepatan materi				√	
3.	Materi yang disajikan singkat dan mudah dipahami				√	
4.	Kesesuaian materi dengan tujuan penelitian				√	



**H. Kesimpulan**

Media Interaktif *Articulate Storyline* ini dinyatakan:

1. Layak untuk diuji cobakan tanpa revisi
- ② Layak untuk diuji cobakan dengan revisi dan sesuai saran
3. Tidak layak untuk diuji cobakan

Mohon dilingkari "O" pada nomor sesuai kesimpulan anda.

Jember, 29 Mei 2023

Validator

  
**M. Sholahuddin Amrullah, M.Pd.**

**NIP. 199210132019031006**



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### ANGKET VALIDASI AHLI MATERI

**Judul Penelitian** : Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi  
**Penyusun** : Nahdiah Nur Fauziah  
**Pembimbing** : Nina Sutrisno, M.Pd.  
**Instansi** : Fakultas Tarbiyah dan Ilmu Keguruan / Pendidikan Guru Madrasah Ibtidaiyah UIN Kiai Haji Achmad Siddiq Jember

Dengan hormat,

Sehubungan dengan “Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi”, maka melalui instrumen ini Bapak/Ibu kami mohon untuk memberikan penilaian terhadap media yang telah dibuat. Penilaian dari Bapak/Ibu akan digunakan sebagai validasi dan masukan untuk memperbaiki kualitas media pembelajaran ini sehingga dapat diketahui layak atau tidak layak media ini digunakan dalam pembelajaran Pendidikan Kewarganegaraan.

**A. Petunjuk Penilaian:**

1. Mohon kesediaan Bapak untuk memberikan penilaian terhadap media interaktif *Articulate Storyline* dengan beberapa aspek yang diberikan
2. Mohon untuk memberikan tanda *check list* (✓) pada kolom pilihan jawaban dengan memberikan penilaian yang dianggap sesuai. Skor penilaian adalah 1, 2, 3, dan 4 dengan kriteria bahwa semakin besar bilangan yang dipilih, maka semakin baik/sesuai dengan aspek yang disebutkan.
3. Mohon bapak memberikan saran revisi.

**B. Keterangan Skala Penilaian:**

1. 1 = sangat tidak relevan / sangat tidak baik
2. 2 = kurang relevan / kurang baik
3. 3 = relevan / baik
4. 4 = sangat relevan / sangat baik

Sebelum melakukan penilaian, Bapak/Ibu kami mohon identitas secara lengkap terlebih dahulu.

**Identitas Validator**

Nama :  
 NIP :  
 Instansi :

**C. Aspek Kualitas Materi Pembelajaran**

No	Aspek yang Dinilai	Skor Penilaian				Komentar
		1	2	3	4	
1.	Materi sesuai dengan KI dan KD				✓	
2.	Ketepatan materi				✓	
3.	Materi yang disajikan singkat dan mudah dipahami				✓	
4.	Kesesuaian materi dengan tujuan penelitian				✓	

**D. Kelayakan Penyajian**

No	Aspek yang Dinilai	Skor Penilaian				Komentar
		1	2	3	4	
5.	Penulisan materi tertata, menarik, dan tidak berlebihan				✓	
6.	Kesesuaian gambar selaras dengan materi dan penjelasannya			✓		
7.	Penyampaian materi secara runtut				✓	

**E. Aspek Kebahasaan**

No	Aspek yang Dinilai	Skor Penilaian				Komentar
		1	2	3	4	
8.	Penggunaan bahasa yang efektif dan EYD (Ejaan Yang Disempurnakan) dengan benar				✓	
9.	Kesesuaian tata bahasa yang digunakan pada media <i>Articulate Storyline</i>				✓	
10.	Kelayakan kalimat yang digunakan pada media <i>Articulate Storyline</i>				✓	

**F. Kebenaran Materi Pembelajaran dan Isi Petunjuk**

1. Apabila terjadi pada aspek pembelajaran dan isi mohon ditulis slide beberapa pada kolom 2.
2. Pada kolom 3 ditulis jenis kesalahan atau bagian yang perlu disempurnakan, seperti kesalahan susunan kalimat, kesalahan penggunaan gambar dan lainnya.
3. Saran untuk perbaikan mohon ditulis singkat dan jelas pada kolom 4.

No	Bagian yang Salah	Jenis Kesalahan	Saran Perbaikan

**G. Komentar dan Saran Umum**

~ Sudah sangat baik untuk slide di awal.

.....

.....

.....

#### H. Kesimpulan

Media Interaktif *Articulate Storyline* ini dinyatakan:

1. Layak untuk diuji cobakan tanpa revisi
2. Layak untuk diuji cobakan dengan revisi dan sesuai saran
3. Tidak layak untuk diuji cobakan

Mohon dilingkari "O" pada nomor sesuai kesimpulan anda.

Jember, 25 Juli 2023

Validator

  
M. Sholahudin Amrulloh, M.Pd.

NIP. 199210132019031006



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Lampiran 7

## ANGKET VALIDASI AHLI PEMBELAJARAN

ANGKET VALIDASI AHLI PEMBELAJARAN

**Judul Penelitian** : Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi  
**Penyusun** : Nahdiah Nur Fauziah  
**Pembimbing** : Nina Sutrisno, M.Pd.  
**Instansi** : Fakultas Tarbiyah dan Ilmu Keguruan / Pendidikan Guru Madrasah Ibtidaiyah UIN Kiai Haji Achmad Siddiq Jember

Dengan hormat,

Sehubungan dengan “Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi”, maka melalui instrumen ini Bapak/Ibu kami mohon untuk memberikan penilaian terhadap media yang telah dibuat. Penilaian dari Bapak/Ibu akan digunakan sebagai validasi dan masukan untuk memperbaiki kualitas media pembelajaran ini sehingga dapat diketahui layak atau tidak layak media ini digunakan dalam pembelajaran Pendidikan Kewarganegaraan.

**A. Petunjuk Penilaian:**

1. Mohon kesediaan Bapak untuk memberikan penilaian terhadap media interaktif *Articulate Storyline* dengan beberapa aspek yang diberikan
2. Mohon untuk memberikan tanda *check list* (√) pada kolom pilihan jawaban dengan memberikan penilaian yang dianggap sesuai. Skor penilaian adalah 1, 2, 3, dan 4 dengan kriteria bahwa semakin besar bilangan yang dipilih, maka semakin baik/sesuai dengan aspek yang disebutkan.
3. Mohon bapak memberikan saran revisi.

**B. Keterangan Skala Penilaian:**

1. 1 = sangat tidak relevan / sangat tidak baik
2. 2 = kurang relevan / kurang baik
3. 3 = relevan / baik
4. 4 = sangat relevan / sangat baik

Sebelum melakukan penilaian, Bapak/Ibu kami mohon identitas secara lengkap terlebih dahulu.

**Identitas Validator**

Nama : Wawan Taufiqur Rahman, S.Pd.  
 NIP : 1983 05 20 200501 1001  
 Instansi : MIN 1 Banyuwangi.

**C. Aspek Kualitas Media Pembelajaran**

No	Aspek yang Dinilai	Skor Penilaian				Komentar
		1	2	3	4	
1.	Kemernarikan tampilan media untuk dipelajari oleh siswa				✓	
2.	Kejelasan tulisan			✓		
3.	Kesesuaian materi pada media dengan materi pokok dalam Kompetensi Dasar (KD)				✓	
4.	Tata bahasa dan penyusunan kalimat				✓	

	pada media untuk dimengerti siswa				
5.	Penyajian gambar pada media menarik dan proporsional			✓	
6.	Kemampuan media dalam meningkatkan motivasi belajar siswa		✓		
7.	Kemampuan media untuk menambah pengetahuan siswa		✓		
8.	Mudah diaplikasikan pada masing-masing handphone siswa		✓		

#### D. Kebenaran Materi Pembelajaran dan Isi

Petunjuk

1. Apabila terjadi pada aspek pembelajaran dan isi mohon ditulis side beberapa pada kolom 2.
2. Pada kolom 3 ditulis jenis kesalahan atau bagian yang perlu disempurnakan, seperti kesalahan susunan kalimat, kesalahan penggunaan gambar dan lainnya.
3. Saran untuk perbaikan mohon ditulis singkat dan jelas pada kolom 4.

No	Bagian yang Salah	Jenis Kesalahan	Saran Perbaikan

#### E. Komentar dan Saran Umum

Secara umum sudah bagus ukuran font saja yang harus di perbesar.

#### F. Kesimpulan

Media Interaktif *Articulate Storyline* ini dinyatakan:

1. Layak untuk diuji cobakan tanpa revisi
2. Layak untuk diuji cobakan dengan revisi dan sesuai saran
3. Tidak layak untuk diuji cobakan

Mohon dilingkari "O" pada nomor sesuai kesimpulan anda.

Jember, 12 Juni 2023

Validator

Wawan Taufiqur R. S. P. D.

NIP. 198305302005011001

## ANGKET PESERTA DIDIK

### LEMBAR ANGKET PESERTA DIDIK

**Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi**

**Mata Pelajaran** : Pendidikan Kewarganegaraan  
**Materi Pokok** : Persatuan dan Kesatuan  
**Sasaran Program** : Siswa/Siswi Kelas V-C MIN 1 Banyuwangi  
**Peneliti** : Nahdiah Nur Fauziah

**Petunjuk Pengisian Angket Evaluasi Multimedia Interatif:**

1. Dimohon tanggapan adik-adik mengenai multimedia interaktif materi "Persatuan dan Kesatuan" yang telah dilaksanakan oleh adik-adik.
2. Penilaian dilakukan dengan cara memberikan tanda *checklist* (✓) pada kolom skala penilaian yang telah disediakan sesuai keterangan skor penilaian berikut:
  1. Ya
  2. Tidak

**A. Aspek Tampilan**

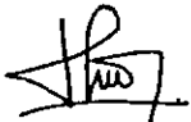
No	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apakah teks atau tulisan pada media <i>Articulate Storyline</i> ini mudah dibaca?	✓	
2.	Apakah petunjuk penggunaan yang disajikan jelas?	✓	
3.	Apakah pemilihan menu yang disajikan mudah dipahami?	✓	
4.	Apakah penggunaan tombol yang disajikan mudah digunakan?	✓	
5.	Apakah fungsi tombol yang disajikan sudah jelas?	✓	
6.	Apakah tombol yang disajikan dapat digunakan dengan baik?		✓
7.	Apakah suara musik yang disajikan mendukung?	✓	
8.	Apakah warna pada media jelas dan menarik?	✓	
9.	Apakah tampilan pada media menarik?	✓	

**B. Aspek Penyajian Materi dan Pembelajaran**

No	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apakah materi pada media <i>Articulate Storyline</i> jelas dan mudah dipelajari?	✓	
2.	Apakah media <i>Articulate Storyline</i> ini menjelaskan suatu konsep yang berkaitan dengan kehidupan sehari-hari?	✓	
3.	Apakah bahasa pada media <i>Articulate Storyline</i> jelas dan mudah dipahami?	✓	
4.	Apakah contoh yang diberikan dalam materi mudah dipahami?	✓	
5.	Apakah rumusan soal yang disajikan jelas?	✓	
6.	Apakah media <i>Articulate Storyline</i> ini menggunakan contoh-contoh soal yang berkaitan dengan kehidupan sehari-hari?	✓	
7.	Apakah soal dan materi yang disajikan sesuai?	✓	
8.	Apakah dengan adanya media <i>Articulate Storyline</i> ini mampu meningkatkan perhatian peserta didik?	✓	
9.	Apakah dengan adanya media <i>Articulate Storyline</i> ini mampu		

	memotivasi peserta didik?	✓	
10.	Setelah belajar menggunakan media <i>Arttulate Storyline</i> ini, apakah kalian dapat memahami materi "Persatuan dan Kesatuan"?	✓	
11.	Setelah belajar menggunakan media <i>Arttulate Storyline</i> ini, apakah kalian lebih tertarik dalam belajar Pendidikan Kewarganegaraan materi "Persatuan dan Kesatuan"?	✓	

Banyuwangi, 12 Juni 2023  
Siswa

  
(Hafiza Zidra, A.)



UNIVERSITAS ISLAM NEGERI  
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J E M B E R

**LEMBAR ANGKET PESERTA DIDIK**

**Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi**

**Mata Pelajaran** : Pendidikan Kewarganegaraan  
**Materi Pokok** : Persatuan dan Kesatuan  
**Sasaran Program** : Siswa/Siswi Kelas V-C MIN 1 Banyuwangi  
**Peneliti** : Nahdiah Nur Fauziah

**Petunjuk Pengisian Angket Evaluasi Multimedia Interatif:**

1. Dimohon tanggapan adik-adik mengenai multimedia interaktif materi "Persatuan dan Kesatuan" yang telah dilaksanakan oleh adik-adik.
2. Penilaian dilakukan dengan cara memberikan tanda *checklist* (√) pada kolom skala penilaian yang telah disediakan sesuai keterangan skor penilaian berikut:
  1. Ya
  2. Tidak

**A. Aspek Tampilan**

No	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apakah teks atau tulisan pada media <i>Articulate Storyline</i> ini mudah dibaca?	✓	
2.	Apakah petunjuk penggunaan yang disajikan jelas?	✓	
3.	Apakah pemilihan menu yang disajikan mudah dipahami?	✓	
4.	Apakah penggunaan tombol yang disajikan mudah digunakan?	✓	
5.	Apakah fungsi tombol yang disajikan sudah jelas?	✓	
6.	Apakah tombol yang disajikan dapat digunakan dengan baik?		✓
7.	Apakah suara musik yang disajikan mendukung?	✓	
8.	Apakah warna pada media jelas dan menarik?	✓	
9.	Apakah tampilan pada media menarik?	✓	

**B. Aspek Penyajian Materi dan Pembelajaran**

No	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apakah materi pada media <i>Articulate Storyline</i> jelas dan mudah dipelajari?	✓	
2.	Apakah media <i>Articulate Storyline</i> ini menjelaskan suatu konsep yang berkaitan dengan kehidupan sehari-hari?	✓	
3.	Apakah bahasa pada media <i>Articulate Storyline</i> jelas dan mudah dipahami?	✓	
4.	Apakah contoh yang diberikan dalam materi mudah dipahami?	✓	
5.	Apakah rumusan soal yang disajikan jelas?	✓	
6.	Apakah media <i>Articulate Storyline</i> ini menggunakan contoh-contoh soal yang berkaitan dengan kehidupan sehari-hari?	✓	
7.	Apakah soal dan materi yang disajikan sesuai?	✓	
8.	Apakah dengan adanya media <i>Articulate Storyline</i> ini mampu meningkatkan perhatian peserta didik?	✓	
9.	Apakah dengan adanya media <i>Articulate Storyline</i> ini mampu		



	memotivasi peserta didik?	✓	
10.	Setelah belajar menggunakan media <i>Artulate Storyline</i> ini, apakah kalian dapat memahami materi "Persatuan dan Kesatuan"?	✓	
11.	Setelah belajar menggunakan media <i>Artulate Storyline</i> ini, apakah kalian lebih tertarik dalam belajar Pendidikan Kewarganegaraan materi "Persatuan dan Kesatuan"?	✓	

Banyuwangi, Juni 2023  
Siswa

  
(Indra Bayu.)



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

### **LEMBAR ANGKET PESERTA DIDIK**

#### **Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi**

**Mata Pelajaran** : Pendidikan Kewarganegaraan  
**Materi Pokok** : Persatuan dan Kesatuan  
**Sasaran Program** : Siswa/Siswi Kelas V-C MIN 1 Banyuwangi  
**Peneliti** : Nahdiah Nur Fauziah

#### **Petunjuk Pengisian Angket Evaluasi Multimedia Interatif:**

1. Dimohon tanggapan adik-adik mengenai multimedia interaktif materi "Persatuan dan Kesatuan" yang telah dilaksanakan oleh adik-adik.
2. Penilaian dilakukan dengan cara memberikan tanda *checklist* (✓) pada kolom skala penilaian yang telah disediakan sesuai keterangan skor penilaian berikut:
  1. Ya
  2. Tidak

#### **A. Aspek Tampilan**

No	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apakah teks atau tulisan pada media <i>Articulate Storyline</i> ini mudah dibaca?	✓	
2.	Apakah petunjuk penggunaan yang disajikan jelas?	✓	
3.	Apakah pemilihan menu yang disajikan mudah dipahami?	✓	
4.	Apakah penggunaan tombol yang disajikan mudah digunakan?	✓	
5.	Apakah fungsi tombol yang disajikan sudah jelas?	✓	
6.	Apakah tombol yang disajikan dapat digunakan dengan baik?		✓
7.	Apakah suara musik yang disajikan mendukung?	✓	
8.	Apakah warna pada media jelas dan menarik?	✓	
9.	Apakah tampilan pada media menarik?	✓	

#### **B. Aspek Penyajian Materi dan Pembelajaran**

No	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apakah materi pada media <i>Articulate Storyline</i> jelas dan mudah dipelajari?	✓	
2.	Apakah media <i>Articulate Storyline</i> ini menjelaskan suatu konsep yang berkaitan dengan kehidupan sehari-hari?	✓	
3.	Apakah bahasa pada media <i>Articulate Storyline</i> jelas dan mudah dipahami?	✓	
4.	Apakah contoh yang diberikan dalam materi mudah dipahami?	✓	
5.	Apakah rumusan soal yang disajikan jelas?	✓	
6.	Apakah media <i>Articulate Storyline</i> ini menggunakan contoh-contoh soal yang berkaitan dengan kehidupan sehari-hari?	✓	
7.	Apakah soal dan materi yang disajikan sesuai?	✓	
8.	Apakah dengan adanya media <i>Articulate Storyline</i> ini mampu meningkatkan perhatian peserta didik?	✓	
9.	Apakah dengan adanya media <i>Articulate Storyline</i> ini mampu		

	memotivasi peserta didik?	✓	
10.	Setelah belajar menggunakan media <i>Artulate Storyline</i> ini, apakah kalian dapat memahami materi "Persatuan dan Kesatuan"?	✓	
11.	Setelah belajar menggunakan media <i>Artulate Storyline</i> ini, apakah kalian lebih tertarik dalam belajar Pendidikan Kewarganegaraan materi "Persatuan dan Kesatuan"?	✓	

Banyuwangi, 12 Jun 2023  
Siswa

*Shuf*  
(Aurel Sarda)



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J E M B E R

### LEMBAR ANGKET PESERTA DIDIK

#### Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi

**Mata Pelajaran** : Pendidikan Kewarganegaraan  
**Materi Pokok** : Persatuan dan Kesatuan  
**Sasaran Program** : Siswa/Siswi Kelas V-C MIN 1 Banyuwangi  
**Peneliti** : Nahdiah Nur Fauziah

#### Petunjuk Pengisian Angket Evaluasi Multimedia Interatif:

1. Dimohon tanggapan adik-adik mengenai multimedia interaktif materi "Persatuan dan Kesatuan" yang telah dilaksanakan oleh adik-adik.
2. Penilaian dilakukan dengan cara memberikan tanda *checklist* (√) pada kolom skala penilaian yang telah disediakan sesuai keterangan skor penilaian berikut:
  1. Ya
  2. Tidak

#### A. Aspek Tampilan


No	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apakah teks atau tulisan pada media <i>Articulate Storyline</i> ini mudah dibaca?	✓	
2.	Apakah petunjuk penggunaan yang disajikan jelas?	✓	
3.	Apakah pemilihan menu yang disajikan mudah dipahami?	✓	
4.	Apakah penggunaan tombol yang disajikan mudah digunakan?	✓	
5.	Apakah fungsi tombol yang disajikan sudah jelas?	✓	
6.	Apakah tombol yang disajikan dapat digunakan dengan baik?		✓
7.	Apakah suara musik yang disajikan mendukung?	✓	
8.	Apakah warna pada media jelas dan menarik?	✓	
9.	Apakah tampilan pada media menarik?	✓	

#### B. Aspek Penyajian Materi dan Pembelajaran

No	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apakah materi pada media <i>Articulate Storyline</i> jelas dan mudah dipelajari?	✓	
2.	Apakah media <i>Articulate Storyline</i> ini menjelaskan suatu konsep yang berkaitan dengan kehidupan sehari-hari?	✓	
3.	Apakah bahasa pada media <i>Articulate Storyline</i> jelas dan mudah dipahami?	✓	
4.	Apakah contoh yang diberikan dalam materi mudah dipahami?	✓	
5.	Apakah rumusan soal yang disajikan jelas?	✓	
6.	Apakah media <i>Articulate Storyline</i> ini menggunakan contoh-contoh soal yang berkaitan dengan kehidupan sehari-hari?	✓	
7.	Apakah soal dan materi yang disajikan sesuai?	✓	
8.	Apakah dengan adanya media <i>Articulate Storyline</i> ini mampu meningkatkan perhatian peserta didik?	✓	
9.	Apakah dengan adanya media <i>Articulate Storyline</i> ini mampu		

	memotivasi peserta didik?		
10.	Setelah belajar menggunakan media <i>Artulate Storyline</i> ini, apakah kalian dapat memahami materi "Persatuan dan Kesatuan"?	✓	
11.	Setelah belajar menggunakan media <i>Artulate Storyline</i> ini, apakah kalian lebih tertarik dalam belajar Pendidikan Kewarganegaraan materi "Persatuan dan Kesatuan"?	✓	

Banyuwangi, 12 Juni 2023  
Siswa

  
(Anugrah Ashari)



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

### LEMBAR ANGGKET PESERTA DIDIK

#### Pengembangan Media Interaktif *Articulate Storyline* Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi

**Mata Pelajaran** : Pendidikan Kewarganegaraan  
**Materi Pokok** : Persatuan dan Kesatuan  
**Sasaran Program** : Siswa/Siswi Kelas V-C MIN 1 Banyuwangi  
**Peneliti** : Nahdiah Nur Fauziah

#### Petunjuk Pengisian Angket Evaluasi Multimedia Interatif:

1. Dimohon tanggapan adik-adik mengenai multimedia interaktif materi "Persatuan dan Kesatuan" yang telah dilaksanakan oleh adik-adik.
2. Penilaian dilakukan dengan cara memberikan tanda *checklist* (✓) pada kolom skala penilaian yang telah disediakan sesuai keterangan skor penilaian berikut:
  1. Ya
  2. Tidak

#### A. Aspek Tampilan

No	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apakah teks atau tulisan pada media <i>Articulate Storyline</i> ini mudah dibaca?	✓	
2.	Apakah petunjuk penggunaan yang disajikan jelas?	✓	
3.	Apakah pemilihan menu yang disajikan mudah dipahami?	✓	
4.	Apakah penggunaan tombol yang disajikan mudah digunakan?		✓
5.	Apakah fungsi tombol yang disajikan sudah jelas?	✓	
6.	Apakah tombol yang disajikan dapat digunakan dengan baik?	✓	
7.	Apakah suara musik yang disajikan mendukung?		✓
8.	Apakah warna pada media jelas dan menarik?	✓	
9.	Apakah tampilan pada media menarik?	✓	

#### B. Aspek Penyajian Materi dan Pembelajaran

No	Pertanyaan	Jawaban	
		Ya	Tidak
1.	Apakah materi pada media <i>Articulate Storyline</i> jelas dan mudah dipelajari?	✓	
2.	Apakah media <i>Articulate Storyline</i> ini menjelaskan suatu konsep yang berkaitan dengan kehidupan sehari-hari?	✓	
3.	Apakah bahasa pada media <i>Articulate Storyline</i> jelas dan mudah dipahami?	✓	
4.	Apakah contoh yang diberikan dalam materi mudah dipahami?	✓	
5.	Apakah rumusan soal yang disajikan jelas?	✓	
6.	Apakah media <i>Articulate Storyline</i> ini menggunakan contoh-contoh soal yang berkaitan dengan kehidupan sehari-hari?	✓	
7.	Apakah soal dan materi yang disajikan sesuai?	✓	
8.	Apakah dengan adanya media <i>Articulate Storyline</i> ini mampu meningkatkan perhatian peserta didik?	✓	
9.	Apakah dengan adanya media <i>Articulate Storyline</i> ini mampu	✓	

	memotivasi peserta didik?		
10.	Setelah belajar menggunakan media <i>Artulate Storyline</i> ini, apakah kalian dapat memahami materi "Persatuan dan Kesatuan"?	✓	
11.	Setelah belajar menggunakan media <i>Artulate Storyline</i> ini, apakah kalian lebih tertarik dalam belajar Pendidikan Kewarganegaraan materi "Persatuan dan Kesatuan"?	✓	

Banyuwangi, 12 Juni 2023  
Siswa

*Mira Adhira*  
(Mira Adhira)



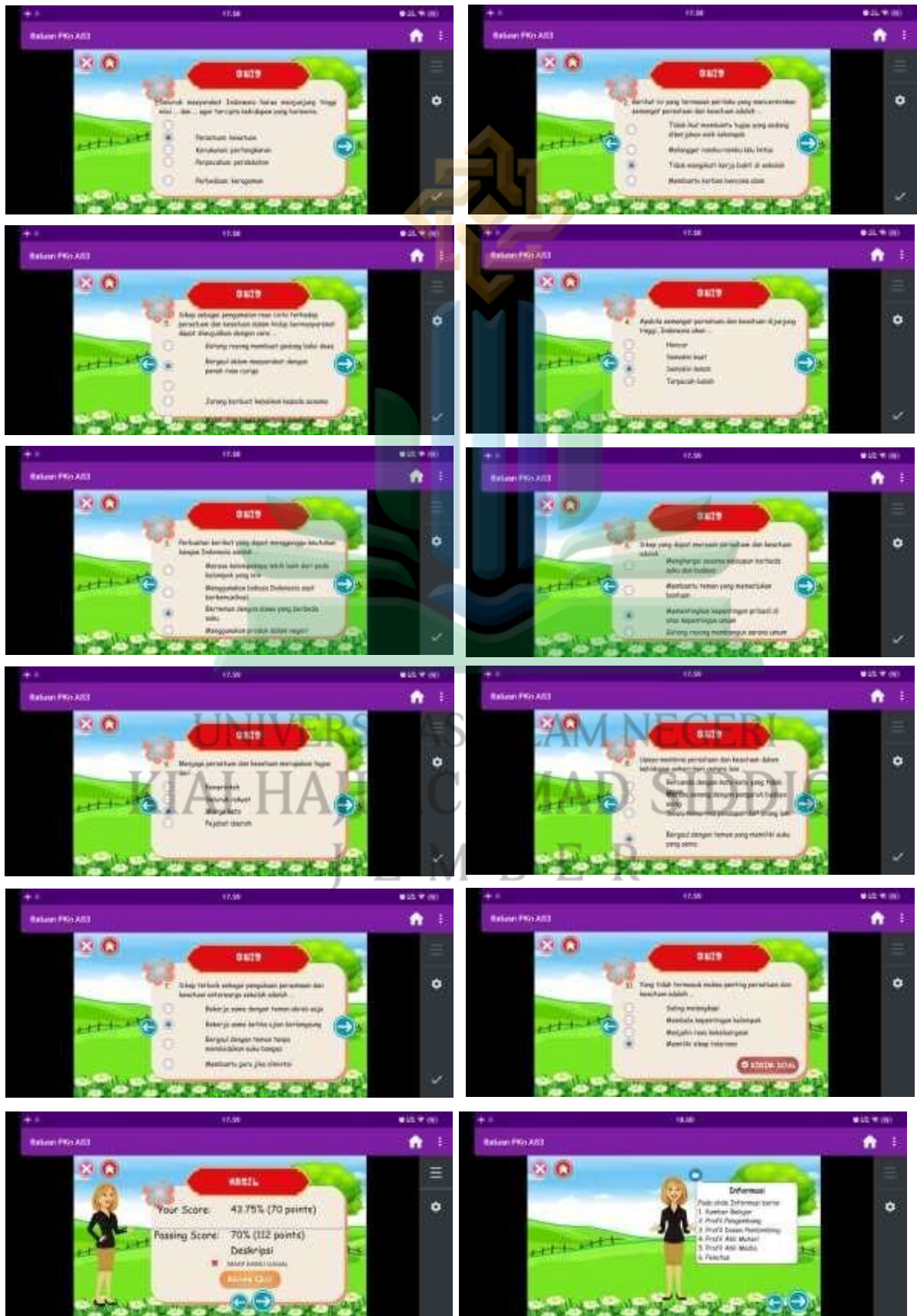
UNIVERSITAS ISLAM NEGERI  
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J E M B E R

Lampiran 9

**MEDIA INTERAKTIF ARTICULATE STORYLINE**









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Lampiran 10

**DOKUMENTASI OBSERVASI DAN WAWANCARA**



Lampiran 11

**DOKUMENTASI IMPLEMENTASI**



Lampiran 12

Lampiran 12

## LEMBAR OBSERVASI

## LEMBAR OBSERVASI

Lembar Aktivitas Guru  
Dalam Kegiatan Belajar Mengajar

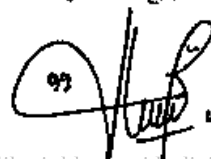
Nama Guru  
Jabatan Pokok  
Kelas/Semester

: Melawan Fauziqur Rahman, S.Pd  
: Pkn  
: U/10

Perhatikan! Berilah tanda (✓) pada kolom yang tersedia sesuai dengan pengamatan  
di server:

Kode	Aspek yang Dinilai	Ya	Tidak	Keterangan
Pendahuluan	Membuka pelajaran	✓		
	Menggali pengetahuan awal terhadap siswa	✓		
	Memberi motivasi yang dapat membangkitkan minat siswa	✓		
Keg. Inti	Menyampaikan tujuan pembelajaran	✓		
	Menggunakan media pembelajaran yang bervariasi (asli, atau gambar)	✓		
	Membimbing siswa dalam kegiatan pembelajaran	✓		
	Menjadi fasilitator dalam pembelajaran	✓		
	Menciptakan suasana pembelajaran dengan mengaktifkan siswa	✓		
	Memberi kesempatan kepada siswa untuk tentang materi yang belum difahami	✓		
	Memberi kesempatan kepada siswa untuk menyimpulkan	✓		
Penutup	Membimbing siswa untuk menyimpulkan	✓		
	Melaksanakan evaluasi pembelajaran	✓		
	Memberi tugas kepada siswa	✓		
	Memberi penguatan kepada siswa	✓		
	Mampu mengelola waktu selama proses pembelajaran	✓		
	Menutup pelajaran	✓		

Banyuwangi, 17 April 2023



Observer  
(Nahdiah Nur Fauziah)

## Lampiran 13

**LEMBAR WAWANCARA**

1. Wawancara Kepala Madrasah
  - a. Bagaimana perkembangan penggunaan media ketika proses pembelajaran di MIN 1 Banyuwangi  
 Penggunaan Media semakin lama semakin berkembang. Kalo dulu cukup metode LCD Langsung Karepe Dewe. Kemudian berkembang menjadi proyektor atau LCD sesungguhnya kemudian berkembang lagi ke pembuatan materi ke PowerPoint. Kemudian berkembang lagi dan masih tetap memakai LCd tapi ke depannya akan ada TV android bersamaan dengan selesai nya gedung. 1 ruang ada papan tulis yang seperti tv itu. Jadi enak minimal 1. Saya juga melihat kadang pakai animasi.
2. Wawancara Guru Kelas
  - a. Kapan di MIN 1 Banyuwangi menggunakan media PowerPoint? Pertengahan semester 1 dalam materi PKn, IPA, IPS, dan Bahasa.
  - b. Mengapa media PowerPoint ada di MIN 1 Banyuwangi?  
 Tujuannya sama supaya anak-anak lebih memahami materi, menarik perhatian pengelolaan kelas lebih mudah. Kalo pembelajaran klasikal itu kadang anak-anak banyak yg ngomong tetapi kalo ada sesuatu yang baru atau ada media PowerPoint yang cetet lihat, nah akan meminimalisir terjadinya hal tersebut jadi lebih perhatian lebih.
  - c. Bagaimana pelaksanaan pembelajaran ketika menggunakan media PowerPoint tersebut?  
 Secara umum lebih baik dari pada klasikal
  - d. Bagaimana evaluasi pembelajaran ketika menggunakan media PowerPoint tersebut?  
 Kebetulan di kelas saya nggk langsung evaluasi. Jadi setelah penampilan media saya jelaskan baru pertemuan berikutnya evaluasinya agar materi lebih terperinci dan fokus memperdalam materi nya.
  - e. Apa saja hambatan-hambatan pembelajaran ketika menggunakan media PowerPoint tersebut?  
 Bagi pendidik harus mempersiapkan terlebih dahulu. Kayak kabel-kabel laptop dan lain sebagainya. Dari anak-anak hanya monoton mendengarkan penjelasan berupa media PowerPoint.
3. Wawancara Siswa
  - a. Kegiatan apa saja yang dilakukan sebelum KBM dimulai?  
 Sebelum KBM biasanya diingatkan oleh guru kelas terkait kebersihan tempat duduk, makanan, minuman, kelurusan meja, dan kesiapan belajar. Jika sudah beres semua ketua kelas memimpin berdo`a kemudian guru mengucapkan salam, mengecek kehairan siswa, memberikan pengulangan materi, ice breaking, mengaitkan pembelajaran sebelumnya dengan yang akan diajarkan, menyampaikan garis besar materi dan tujuan pembelajaran.
  - b. Apakah dalam kegiatan sebelum KBM dimulai didampingi wali kelas?  
 Tentunya iya setiap kali sebelum KBM pasti guru kelas mendampingi siswa di kelas kecuali pada mata pelajaran agama dan muatan (penjas orkes).
  - c. Apakah dengan menggunakan media PowerPoint dapat memudahkan kamu dalam memahami materi yang disampaikan oleh guru?  
 Kalo menurut saya dengan adanya media PowerPoint akan lebih berwarna dan lebih menarik karena jika mendengarkan saja dapat membuat bosan dan mengantuk.
  - d. Apakah ada kesulitan ketika belajar dengan menggunakan media PowerPoint?  
 Tidak ada kesulitan



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Nomor : B-2160/In.20/3.a/PP.009/05/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MIN 1 Banyuwangi

Alamat: Jl. Ikan Wijinongko No.17, Sobo, Tukangkayu, Kec. Banyuwangi, Kabupaten Banyuwangi

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: 205101040012
Nama	: NAHDIAH NUR FAUZIAH
Semester	: Semester enam
Program Studi	: PENDIDIKAN GURU MADRASAH IBTIDAIYAH

untuk mengadakan Penelitian/Riset mengenai "Pengembangan Media Interaktif Articulate Storyline Pada Pembelajaran Pendidikan Kewarganegaraan Peserta Didik Kelas V-C MIN 1 Banyuwangi" selama 3 ( tiga ) hari di lingkungan lembaga wewenang Bapak/Ibu Mohammad Haris Jamroni, M.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 11 Mei 2023

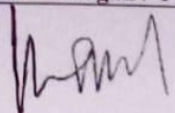
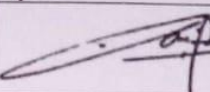
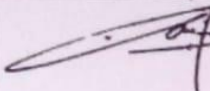
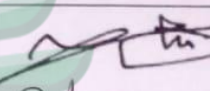

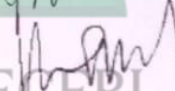
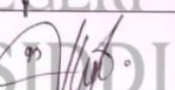
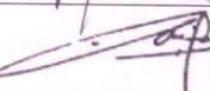
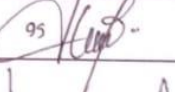

an. Dekan,

Wakil Dekan Bidang Akademik,



Lampiran 11

**Jurnal Kegiatan Penelitian**  
**MIN 1 Banyuwangi**

No	Tanggal	Jurnal Kegiatan	Keterangan / TTD
1.	Jum`at, 10 Maret 2023	Pra Observasi dan wawancara dengan Kepala Madrasah MIN 1 Banyuwangi, Bapak Mohammad Haris Jamroni, S.Pd.I	
2.	Selasa, 14 Maret 2023	Wawancara dengan Guru Kelas VC MIN 1 Banyuwangi, Bapak Wawan Taufiqur Rahman, S.Pd.	
3.	Rabu, 22 Maret 2023	Observasi pembelajaran yang akan dijadikan penelitian di kelas VC MIN 1 Banyuwangi, Bapak Wawan Taufiqur Rahman, S.Pd.	
4.	Minggu, 28 Mei 2023	Validasi Media Interaktif <i>Articulate Storyline</i> oleh Bapak M. Suwignyo Prayogo, M.Pd.I	
5.	Senin, 29 Mei 2023	Validasi Materi Pendidikan Kewarganegaraan oleh Bapak M. Sholahuddin Amrulloh, M.Pd.	
6.	Kamis, 01 Juni 2023	Observasi dan penyerahan surat izin penelitian kepada Kepala Madrasah MIN 1 Banyuwangi, Bapak Mohammad Haris Jamroni, S.Pd.I	
7.	Senin, 12 Juni 2023	Pengambilan Data dan pengisian angket pada peserta didik kelas VC MIN 1 Banyuwangi	
8.	Selasa, 13 Juni 2023	Pengambilan Data Media Interaktif <i>Articulate Storyline</i> pada peserta didik kelas VC MIN 1 Banyuwangi	
9.	Rabu, 14 Juni 2023	Pengisian angket pada peserta didik kelas VC MIN 1 Banyuwangi	
10.	Kamis, 15 Juni 2023	Menerima surat telah menyelesaikan penelitian dari Kepala Madrasah MIN 1 Banyuwangi, Bapak Mohammad Haris Jamroni, S.Pd.I	

Banyuwangi, 15 Juni 2023

Kepala Madrasah

**Mohammad Haris Jamroni, S.Pd.I**

NIP. 197801262005011003



**BIODATA MAHASISWI**

Nama : Nahdiah Nur Fauziah  
 NIM : 205101040012  
 Tempat/ Tanggal Lahir : Pasuruan, 12 Juni 2001  
 Jenis kelamin : Perempuan  
 Agama : Islam  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Pendidikan Islam dan Bahasa  
 Prodi : Pendidikan Guru Madrasah Ibtidaiyah  
 Alamat Asal : Dusun Raket, RT 001/RW 003, Kawis rejo, Kecamatan Rejoso, Kabupaten Pasuruan.  
 Telp : 082244813848  
 Riwayat Pendidikan :

<b>JENJANG</b>	<b>NAMA SEKOLAH</b>	<b>TAHUN</b>
PAUD	PAUD	2005
TK	TK Dharmawanita	2006-2008
SD	SD Negeri Kawisrejo	2008-2014
SLTP	SMP Negeri 2 Kraton	2014-2017
SLTA	MA Negeri 2 Pasuruan	2017-2020
Perguruan Tinggi	UIN KH Achmad Siddiq Jember	2020-sekarang