



The Influence of using articulate storyline media on learning interest and results

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ABSTRACT

Based on observations at SDN Palebon 03, Semarang City revealed problems in social studies learning. The problem is that the learning does not attract students' interest. Teachers still use lecture techniques, causing students to lose focus and only understand a small amount of the material. This research aims to determine whether Articulate Storyline media influences students' interest and learning outcomes in social studies subjects. This type of research is quantitative. The sample used was 30 class IV students. The data collection techniques used were questionnaires and tests. The data analysis used is descriptive analysis techniques and inferential analysis techniques. The results of descriptive statistical analysis show that the average initial score of students has increased after being given treatment. The results of the inferential statistical analysis of Articulate Storyline media on interest through testing show significant values. Meanwhile, the significant value of the Articulate Storyline media on learning outcomes also shows significance. It can be concluded that the Articulate Storyline media significantly influences the interest and learning outcomes in regional cultural wealth material for class IV students at SDN Palebon 03. Articulate Storyline can be utilized in classroom learning and further explored in learning and teaching activities.

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ABSTRAK

Berdasarkan Observasi yang dilakukan di SDN Palebon 03 Kota Semarang mengungkapkan permasalahan dalam pembelajaran IPS. Permasalahan tersebut yakni pembelajaran yang dilakukan kurang menarik minat siswa. Guru masih mengajar menggunakan teknik ceramah, menyebabkan siswa kehilangan fokus, dan hanya memahami sedikit materi. Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh penggunaan media Articulate Storyline terhadap minat dan hasil belajar mata pelajaran IPS siswa. Jenis penelitian ini adalah kuantitatif. Sampel yang digunakan sebanyak 30 siswa kelas IV. Teknik pengumpulan data yang digunakan adalah angket dan tes. Analisis data yang digunakan adalah teknik analisis deskriptif dan teknik analisis inferensial. Hasil analisis statistik deskriptif menunjukkan bahwa rata-rata nilai awal siswa mengalami peningkatan setelah diberikan perlakuan. Hasil analisis statistik inferensial media Articulate Storyline terhadap minat melalui pengujian menunjukkan nilai yang signifikansi. Sedangkan nilai signifikansi media Articulate Storyline terhadap hasil belajar juga menunjukkan signifikansi. Dapat disimpulkan bahwa media Articulate Storyline memiliki pengaruh yang signifikan terhadap minat dan hasil belajar pada materi kekayaan budaya daerah siswa kelas IV SDN Palebon 03. Articulate Storyline dapat dimanfaatkan tidak hanya dalam pembelajaran kelas saja, articulate storyline dapat dieksplorasi lebih jauh penggunaannya dalam kegiatan belajar dan mengajar

Kata Kunci: hasil belajar; mengartikulasikan alur cerita; minat belajar

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INTRODUCTION

Learning using computer assistance is an alternative decision that may be used as a learning tool or medium. Computer technology in education, especially in learning, is currently widely used. This cannot be separated from educators delivering learning material that is more creative and not boring for students. For this reason, innovation is needed to renew the learning atmosphere in the classroom, and it is also necessary to develop media that facilitates students' active learning. Articulate Storyline is an alternative media that can be used. The fact that they only use textbooks and have not used media as a learning tool is another problem. This is because the media is not used to enhance educational activities. So that students' interest in learning activities decreases during class. One option is to use technology-based interactive learning materials to arouse students' interest in learning. Constructivism theory is an educational strategy that works well in this situation. Students must actively participate in constructivism-based learning activities (Abdiyah & Subiyantoro, 2021). According to the constructivist philosophy, students must actively expand their knowledge and understanding (Szabó & Csépes, 2023; Thaariq et al., 2023).

Interests are also important in students' lives and significantly influence their attitudes and behavior. People tend to be interested in learning because it comes from the heart (Simamora et al., 2020). When interests are pursued through deliberate action or effort, this can also result in lasting changes in behavior (Aras et al., 2020). Student learning outcomes will be influenced by their level of interest in the subject matter they are studying. Conversely, lacking interest can reduce educational engagement, focus, and effort (Wiradarma et al., 2021). The achievements achieved by elementary school students after following the learning process related to the content of a subject are called learning outcomes. For learning initiatives to be effective, they must be implemented in a fun and creative way for students, considering every aspect of the learning process (Aprijal et al., 2020). One involves focusing on students' psychological needs. Due to the underutilization of learning media as a medium for disseminating learning information, the delivery of learning material becomes ineffective. Educational media is expected to improve the quality of teaching and learning, which can ultimately influence student academic achievement (Putri et al., 2023). Teachers and students benefit significantly from using interactive media in learning activities. When engaging media is used rather than simply having the teacher provide a topic through a lecture approach, students may find it easier to investigate the information offered (Salsabilla et al., 2021).

Although it has several capabilities to increase student participation, Articulate Storyline's features are nearly identical to Microsoft PowerPoint (Arwanda et al., 2022). Combining visual, aural, and audio-visual materials, Articulate Storyline can be released in HTML5, CD, and SWF formats to deliver learning (Juhaeni et al., 2021). One of the advantages of Articulate Storyline is that it can be used at any time and from any location. It also features a high level of interaction and easy-to-understand language. Apart from audio, animated graphics, characters, and videos, this media can also be packaged to make it look more attractive (Awwalina & Wachidah, 2023). Learning exercises using Articulate Storyline media on regional cultural riches content were conducted to answer this problem. Researchers say this learning media can help teachers and students achieve learning goals. The use of Articulate Storyline media to contain regional cultural riches significantly influences elementary school student's interests and learning outcomes, making this research very important.

The study "*Articulating Storyline as an Interactive Learning Media for Madrasah Ibtidaiyah Students*" was conducted. The findings of this research show that Articulate Storyline is an engaging and dynamic piece of software (Juhaeni et al., 2021). Therefore, educators can utilize Articulate Storyline to create interactive educational materials and increase student engagement and learning activities. "*The Effect of Using Interactive Learning Media Based on Articulated Storylines on Student Learning and Learning Motivation on Hindu-Buddhist Kingdom Material in Indonesia*" is another relevant research (Setyaningsih et al., 2020).

The research subjects were fourth-grade students at SD Negeri Gubeng 1/204 Surabaya. According to research findings, fourth-grade students' learning motivation and outcomes were affected when Articulate Storyline was used as an interactive learning tool for content on Hindu Buddhist kingdoms in Indonesia.

The study "*Development of Articulate Storyline Learning Media for the 2013 Curriculum Based on 21st Century Student Competencies Theme 7 Class IV Elementary School*" is another example. In creating Articulate Storyline learning materials, the research team used the media theme Articulate Storyline (thinking, pairing, and sharing) (Arwanda et al., 2022). We therefore conclude that we can improve the 4C competencies, which align with the learning requirements of the 21st century: critical thinking and problem solving, creativity and discovery, and collaboration and communication. "*Development of Interactive Learning Media Based on Articulated Storylines on Learning Interests of Grade IV Elementary School Students*" is another related research, and based on the test results, teachers can use the interactive media Articulate Storyline to help students engage with the subject and find learning activities interesting and relevant (Sari & Harjono, 2021).

Apart from that, the research "*The Influence of Articulate Storyline Interactive Media on Grade 4 Students' Learning Motivation in Social Studies Learning in Elementary Schools*" was conducted, and based on the research findings, student motivation was significantly influenced by Articulate Storyline. Storyline learning resources (Awwalina & Wachidah, 2023). Students can engage and obtain meaningful learning through digital-based learning, offering an interesting and enjoyable learning environment (Jannah et al., 2020). It can be concluded from several previous studies that this research has the potential to be adopted and undergo considerable modification. This research also creates new content using Articulate Storyline media to teach grade IV content, especially in social studies subjects. The relevant difference between this research and previous research is the up-to-date data obtained in a very recent year and a different research location with different research objects.

Observations at SDN Palebon 03 Semarang City revealed problems in social studies learning. These problems include the learning activities that do not attract students' interest or attention. Teachers still teach in one direction and often use lecture techniques, which causes students to be easily distracted, lose focus, and only understand a small portion of the subject information. Reflection. These problems affect the interest and academic achievement of class IV students. Based on the explanations above, this research aims to determine whether or not the use of Articulate Storyline media affects social studies subjects' interest and learning outcomes in class IV students at SDN Palebon 03, Semarang City.

LITERATURE REVIEW

Learning outcomes

Learning outcomes are students' ability to demonstrate their experience and knowledge of content by mastering the information the teacher provides when they participate in the learning process. In other words, learning outcomes determine the degree of student success based on how well the values obtained during the learning process are presented and how students' attitudes and behavior change so that they can be considered effective learners (Rosyiddin et al., 2023; Sudirman et al., 2024). The cognitive, emotional, and psychomotor domains are all included in the broad category of learning outcomes (Abbasi et al., 2023). Learning outcomes are modifications of student behavior resulting from effective learning. These modifications include knowledge, interpretation, skills, and attitudes, usually cognitive, emotional, and psychomotor abilities. Learning outcomes are achievements achieved by students in the form of evaluations following learning that measure knowledge, attitudes, and abilities as well as changes that occur (Erdawati & Sartika, 2022; Khasanah et al., 2021; Nisaa & Ardiyani, 2021).

Students' talents in class are represented numerically and are known as learning outcomes (Jawad et al., 2021). If there are low learning outcomes, this indicates that the learning process is flawed. Deficiencies in the learning process are one of the problems facing the world of Indonesian education today. For a learning initiative to be successful, it must be implemented creatively and make learning fun for students by paying attention to all elements of the learning process (Khaira et al., 2023). One of them is a focus on students' psychological needs. Because learning media is not used to disseminate educational information, the distribution of learning materials becomes ineffective. Learning media must improve the quality of teaching and learning, ultimately influencing how well students learn (Putri et al., 2023). However, students also seem less involved in learning in conditions like this. Classes tend to be noisy because students are likelier to fool around and disturb each other. This makes it difficult for teachers and students to communicate effectively.

Learning Interest

The persistent tendency to focus attention and remember an activity is called interest. When someone does an activity they like, they will always pay attention to it and feel pleasure. Berhard argues that "interest" develops gradually and is a product of involvement, experience, and habits at work or in the classroom. Additionally, interest can be a catalyst for activity and activity engagement. On the other hand, learning is an action that results in a relatively permanent behavior change and is achieved through deliberate effort or effort (Agustina et al., 2021).

A person's psychological qualities that help them improve, such as enthusiasm, drive, and a desire to do different things, are all part of their interest in learning. The action in question is the search for experience and knowledge. In other words, interest in learning is students' focus and affection towards their relationship with learning, shown by their joy and involvement in the process. Students tend to be interested in learning because it comes from the heart (Simamora et al., 2020). Pursuing interests with purposeful action or effort can also result in lasting behavioral changes. Teachers play an important role in teaching and learning by encouraging students to be more interested in what they learn in class (Muliani & Arusman, 2022). The tendency to continue paying attention and remembering information, participating in learning activities, and being influenced by culture are characteristics of interest in learning (Ahmad et al., 2020).

Interests are important in students' lives and significantly influence their attitudes and actions. Students who are enthusiastic about learning will try harder than students who are not. Teachers can consistently foster students' interest in learning by providing additional supporting elements. Interests are important in students' lives and significantly influence their attitudes and actions. Students who are enthusiastic about learning will try harder than students who are not. By providing additional supporting elements, teachers can consistently foster students' interest in learning (Aprijal et al., 2020). Another element that determines students' success at school is their enthusiasm for learning. This is because learning outcomes will be influenced by students' enthusiasm for the material they are studying. Students will pay greater attention to activities or subjects that interest them and feel happy and satisfied with their interests. Conversely, disinterest can result in a lack of engagement, focus, and effort in educational endeavors. This will affect student learning outcomes.

Articulate Storyline

Using media as a support will make the learning process more enjoyable. Appropriate and efficient media is needed throughout the learning process to maximize learning activities in the classroom. As long as learning media has practical uses and benefits, it can be considered an intermediary (Fadillah, 2020). The

use of media has an important role in the educational process. Apart from media, classroom learning activities also benefit from teacher participation. By using educational media, teacher actions enhance creative learning. The teacher's ability to creatively express his knowledge shows creativity (Hasan et al., 2023). More advanced technology is now incorporated into educational materials, which also function as learning media (Hermansyah, 2022).

Software called Articulate Storyline is capable of producing educational content. Although it has additional tools that can increase student engagement, Articulate Storyline's features are nearly identical to Microsoft PowerPoint. Visual, aural, and audio-visual materials can be combined to create an Articulate Storyline, which can be published in HTML5, CD, and .swf formats (Juhaeni et al., 2021). The advantages of Articulate Storyline include a high level of interactivity and language that is easy to understand and can be used anywhere, anytime. Apart from sound, animation, graphics, characters, and video, this media can also be packaged to increase its visual appeal. Although Articulate Storyline has advantages, it also has disadvantages. For example, when the product is run, lines appear on the screen, and teachers cannot directly comment on the test evaluation, in contrast to online media in general (Safira et al., 2021).

The advantages of Articulate Storyline include a high level of interactivity and language that is easy to understand and can be used anywhere, anytime. Apart from sound, animation, graphics, characters, and video, this media can also be packaged to increase its visual appeal. Although Articulate Storyline has advantages, it also has disadvantages. For example, lines appear on the screen when the product is run, and teachers cannot directly comment on the test evaluation, unlike online media in general (Mufidah & Khori, 2021).

METHODS

This research aims to determine the effect of using Articulate Storyline media on social studies interest and learning outcomes for fourth-grade elementary school students. The research approach used is quantitative. Quantitative and statistical data analysis collects information through questionnaire research tools. Research techniques are a scientific approach to collecting data for specific applications and purposes, claims Sugiyono in his book "*Metode Penelitian Kuantitatif Kualitatif dan R&D*". The research methodology used is a quantitative approach based on positivism. It is used to study specific populations or samples, collect data using research tools, and analyze data quantitatively and artistically to test predetermined hypotheses.

Before students receive treatment, their initial condition is ascertained by providing an initial questionnaire as part of the data collection process. The final questionnaire is given after they receive treatment and fill out the initial questionnaire. This research uses regression analysis. Regression analysis is a statistical technique that tests the logical relationship between two or more variables, one of which influences another variable as a dependent variable and the other as an independent variable.

A learning interest questionnaire with 20 statement items and a learning outcomes questionnaire with 30 multiple-choice questions are provided for data collection. The research instrument was evaluated on class V students at SDN Palebon 03 with a sample of 30 class V students for validity and reliability analysis after being validated with expert validators regarding questionnaires and multiple-choice exams. Five questions were removed due to their invalidity based on the findings of the validity test, leaving twenty-five questions.

RESULTS AND DISCUSSION

Results

A precise and successful results presentation and discussion should occur in the same section. The conversation portion needs to be described. The data description in this research provides a broad overview of each variable and facilitates further research. For each variable that has been identified, the overview provided will show the results of the initial and final conditions. In this research, information was obtained from questionnaires on the initial and final learning outcomes of class IV students and questionnaires on interest in learning. Researchers use the variable X to focus on three variables: student learning outcomes (Y2), learning motivation (Y1), and media articulating the storyline (X). Researchers studied the impact of using Articulate Storyline media on the content of regional cultural riches in grade IV elementary schools. Data from administering a questionnaire on learning interest and student learning outcomes were used to divide the problem formulation into three formulations.

A completed learning interest questionnaire consisting of four detailed statement choices was used to collect learning interest data. The sum of each statement item produces the learning interest data results shown in **Table 1** below.

Table 1. Learning Interest Data

Data	Average
Interest in Learning before Treatment	63,267
Interest in Learning After Treatment	72,567

Source: Research (2024)

Table 1 shows that the average level of student interest in learning before being given treatment was 63,267. Meanwhile, the value of interest in learning after being given treatment was 72,567. This shows a greater desire to learn after treatment. In both the preliminary and final questionnaires, descriptive statistical findings provide a broad picture of student learning outcomes. Research data on cognitive elements is collected before and during the presentation of information. Table 2 and Table 3 display the learning outcome data.

Table 2. Initial Learning Results

Statistic	Statistical Values
Number of Samples	30
Minimum	44
Maximum	76
Average	57,73
Standart Deviation	8,317

Source: Research (2024)

Table 2 shows that previous questionnaire calculations from a sample of 30 students produced a minimum score of 44 and a maximum score of 76. The standard deviation obtained was 8.317, and the average score was 57.73. This means the student's initial social studies learning outcomes before using Articulate Storyline were relatively low.

Table 3. Final Learning Results

Statistic	Statistical Values
Number of Samples	30
Minimum	72
Maximum	100
Average	84,53
Standart Deviation	8,320

Source: Research (2024)

The results of calculating the three questionnaires after a sample size of thirty students obtained a minimum score of 72 and a maximum score of 100, as shown in **Table 3**. Meanwhile, the average is 84.53, and the standard deviation is 8.320. This means there is an increase in student learning outcomes after using Articulate Storyline. There is a very significant comparison from the previous score, which had a minimum score of 44 and a maximum score of 76, while after that, there was an increase with a minimum score of 72 and a maximum score of 100.

Table 4 and **Table 5** below show the findings of the normality test for learning interest and learning outcomes.

Table 4. Normality Test of Learning Interest

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Previous Interest in Learning	.125	30	.200*	.960	30	.316
Interest in Learning After	.147	30	.098	.952	30	.192

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Research (2024)

Table 4 shows that the significance value of interest in learning is more significant than 0.05 based on the results of the Shapiro-Wilk normality test, namely 0.316. This shows that students' interest in learning social studies using Articulate Storyline has increased. After that, the typical distribution of learning interest is determined.

Table 5. Normality Test of Learning Results

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Previous Learning Results	.155	30	.065	.942	30	.103
Previous Learning Results	.174	30	.021	.932	30	.057

a. Lilliefors Significance Correction

Source: Research (2024)

Table 5 shows that the significance value determined by Shapiro-Wilk is more significant than 0.05. Thus, the distribution of learning outcomes is normal.

Next, a linearity test of learning outcomes and interest was carried out. The following **Table 6** and **Table 7** display the findings of the linearity test of learning interest and learning outcomes.

Table 6. Linearity Test of Learning Interest

		ANOVA Table					
			Sum of Squares	Df	Mean Square	F	Sig.
Interest Questionnaire After * Interest Questionnaire Before	Between Groups	(Combined)	99.950	9	11.106	1.103	.404
		Linearity	57.883	1	57.883	5.748	.026
		Deviation from Linearity	42.067	8	5.258	.522	.826
Within Groups			201.417	20	10.071		
Total			301.367	29			

Source: Research (2024)

The results of the linearity test in **Table 6** suggest a linear relationship between Articulate Storyline and learning motivation. The sign deviation from linearity is $0.826 \sim 0.05$.

Table 7. Linearity Test of Learning Results

		ANOVA Table		Sum of Squares	df	Mean Square	F	Sig.
After Learning Results * Before Learning Results	Between Groups	(Combined)	Linearity	1015.333	6	169.222	3.923	.008
			Deviation from Linearity	949.782	1	949.782	22.018	0.000
				65.551	5	13.110	.304	.905
	Within Groups			992.133	23	43.136		
Total				2007.467	29			

Source: Research (2024)

The results of the linearity test in **Table 7** suggest a linear relationship between learning outcomes and story articulation, with the Sig value and linearity deviation of $0.095 \sim 0.05$.

Next, a correlation coefficient test was carried out to determine the direction and strength of the relationship between variables. The results of the correlation coefficient test for learning outcomes and interest in learning are presented in **Table 8** and **Table 9** below.

Table 8. Study Interest Correlation Coefficient Test

		Correlations	
		Prior Questionnaire	Interest Questionnaire After
Prior Interest Questionnaire	Pearson Correlation	1	.438
	Sig. (2-tailed)		.015
	N	30	30
Interest Questionnaire After	Pearson Correlation	.438	1
	Sig. (2-tailed)	.015	
	N	30	30

Source: Research (2024)

The correlation coefficient, as determined in **Table 8**, is 0.438. The medium relationship level category includes a value of 0.438. Therefore, it can be said that there is a reasonably significant correlation between the desire to learn and the intensity of the relationship between the articulated narratives.

Table 9. Test the Correlation Coefficient of Learning Outcomes

		Correlations	
		Previous Questionnaire Results	After Questionnaire Results
Previous Questionnaire Results	Pearson Correlation	1	.688
	Sig. (2-tailed)		.000
	N	30	30
After Questionnaire Results	Pearson Correlation	.688	1
	Sig. (2-tailed)	.000	
	N	30	30

Source: Research (2024)

Table 9 shows that the correlation coefficient is 0.688. The strong association level category includes a value of 0.688. Using the correlation coefficient test, it can be concluded that a strong relationship exists between learning outcomes and the articulated storyline. Next, a coefficient of determination test was

carried out. The coefficient of determination test was used to determine the extent of the influence of the Articulate Storyline variable on interest factors and learning outcomes. **Tables 10** and **Table 11** below show the findings of the coefficient test used to assess learning outcomes and learning interest.

Table 10. Test of the Coefficient of Determination of Learning Interest

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438 ^a	.192	.163	2.949

a. Predictors: (Constant), Interest in Learning After
 Source: Research (2024)

Table 10 explains the magnitude of the relationship value (R) of 0.438. The influence of the Articulate Storyline variable on the learning interest variable is then clearly visible. The output R Square (coefficient of determination) is 0.192 or 19.2%.

Table 11. Test of the Coefficient of Determination of Learning Outcomes

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688 ^a	.473	.454	6.146

a. Predictors: (Constant), Post-Learning Results
 Source: Research (2024)

Table 11 explains the relationship value (R) of 0.688. Based on this output, the Articulate Storyline variable influences the learning outcome variable by 47.3%, with a coefficient of determination (R Square) of 0.473.

Learning interests and learning outcomes are then tested using hypotheses. **Table 12** and **Table 13** below display the findings from the hypothesis tests.

Table 12. Test the Learning Interest Hypothesis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.475	13.999		2.606	.015
	Previous Interest in Learning	.570	.221	.438	2.580	.015

a. Dependent Variable: Interest in Learning After
 Source: Research (2024)

The T count value is 2.580 > T table 2.048, as determined in **Table 12**. H₀ is rejected, and H_a is allowed based on the criteria if T count > T table. This shows that an articulate storyline significantly and positively affects students' interest in learning.

Table 13. Test the Learning Outcome Hypothesis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	44.806	8.002		5.600	.000
Previous Learning Results	.688	.137	.688	5.014	.000

a. Dependent Variable: Post-Learning Results
 Source: Research (2024)

The tcount value is 5.014 > T table 2.048, as specified in **Table 13**. The MANOVA test was carried out because according to the conditions, if T count > T table, H0 is rejected, and Ha is allowed. The Articulate Storyline positively and significantly influences interest and learning outcomes. This test aims to determine whether the Articulate Storyline variable affects the variables of learning interest and learning outcomes separately or together. The results of the MANOVA test carried out are shown in **Table 14** below.

Table 14. ANOVA test

Effect		Multivariate Tests ^a				
		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.998	6913.017 ^b	2.000	22.000	.000
	Wilks' Lambda	.002	6913.017 ^b	2.000	22.000	.000
	Hotelling's Trace	628.456	6913.017 ^b	2.000	22.000	.000
	Roy's Largest Root	628.456	6913.017 ^b	2.000	22.000	.000
Articulate_ Storyline	Pillai's Trace	.763	2.366	12.000	46.000	.018
	Wilks' Lambda	.366	2.393 ^b	12.000	44.000	.018
	Hotelling's Trace	1.378	2.411	12.000	42.000	.018
	Roy's Largest Root	1.036	3.973 ^c	6.000	23.000	.007

a. Design: Intercept + Articulate_Storyline
 b. Exact statistic
 c. The statistic is an upper bound on F that yields a lower bound on the significance level.
 Source: Research (2024)

It is known that Sig. < 0.05 Based on **Table 14** hus, it can be said that Articulate Storyline (X) has a direct or indirect effect on learning outcomes (Y2) and learning interest (Y1).

Discussion

Four sessions were held to conduct this research. At the first meeting, a multiple-choice survey was distributed. On the second and third days, treatment was given as learning material about regional cultural riches using Articulate Storyline media. The task of the following fourth meeting was to distribute the final questions through multiple choices. Researchers carry out research activities while serving as teachers.

The Influence of Using Articulate Storyline Media on Interest in Learning

Before and after using Articulate Storyline media, the average score of students on the interest in learning questionnaire increased. The average value of students' learning interest before using Articulate Storyline was 63.267. Additionally, the average rose to 72,567 after using Articulate Storyline. Indicators of learning interest measured include enjoyment, interest, involvement, and attention. Student responses to the survey before and after receiving treatment in the form of Articulate Storyline media were compared, and

here are the results. This is confirmed by examining the results after conducting various tests and comparing the questionnaire results. Articulate Storyline media can influence fourth-grade students' interest in learning based on the tests.

Based on essential regression research findings, $y = 36.475 + 0.570X$ is the Articulate Storyline variable (X) on learning interest (Y1). This shows that learning interest will increase by 0.570 for every 1% increase in articulating the storyline. Based on research findings, there is an increase in interest in learning by 19.2% if there is an articulated storyline. In addition, using learning materials that students have never encountered during the educational process increases interest in learning. Students' learning activities are greatly influenced by their level of interest in the material. Students driven by interest will be more likely to learn new things (Marwa et al., 2020). The resource used in this research is Articulate Storyline, which is intended to be easy to use without sacrificing the quality of learning. Articulate Storyline media is perfect and suitable for use in educational activities. The teaching and learning process can be helped by this material (Hadza et al., 2020).

The Effect of Using Articulate Storyline Media on Learning Outcomes

The findings of descriptive statistical analysis show that there is a difference between the initial score and the final score. This is shown by the average value of initial learning outcomes being very different from final learning outcomes. The average score at the start was 57.73, but it increased significantly to 84.53 at the end. The findings of the descriptive analysis show that, compared to before therapy started, student learning outcomes improved after being given therapy at the end. This is thanks to Articulate Storyline media, which can attract students' attention and keep them focused so they are not lazy when doing their assignments.

Based on essential regression research findings, $y = 44.806 + 0.688X$ is the Articulate Storyline variable (X) on learning outcomes (Y2). Therefore, the learning outcome score will increase by 0.688 for every 1% increase in the articulated storyline. Based on the study's findings, a clear storyline positively influenced 47.3% of learning outcomes. In addition, using learning materials that students have never encountered during the educational process leads to increased learning outcomes. Using Articulate Storyline media concentrates students' learning activities, making the material presented easier to remember. Class IV student learning outcomes can be improved by using interactive multimedia with the help of Articulate Storyline.

Because students are more involved if given a combination of audio and images, learning activities that utilize Articulate Storyline media help students understand the topic. According to another study, using learning films as a medium can improve student learning outcomes (Hernawati et al., 2021). Learning exercises become more engaging and potentially increase students' understanding of local cultural resource content.

The Influence of Using Articulate Storyline Media on Interest and Learning Outcomes

The Multivariate Analysis of Variance (MANOVA) test was used in the test to observe this impact. It is known that Sig. < 0.05 based on results. Thus, learning interest (Y1) and learning outcomes (Y2) are influenced by the articulated storyline (X), either separately or in combination. According to Yolanda et al., the Articulate Storyline learning media is impactful and effective because it can increase student interest and learning outcomes (Yolanda et al., 2022). Teachers can also improve their learning abilities with technology by using media. You can produce this media, develop it, and change it to suit your students' needs. Media can include various items, including images, audio, video, animation, or games (Muthi et al., 2023). Teachers can also create quizzes to ask questions. Teachers can use this media to collect data

based on students' skill levels. Students can learn independently throughout the learning process because of the flexibility of using media that can be used whenever they want.

Learning activities that use articulate narratives have the potential to impact interest and learning outcomes simultaneously. Students also usually consider learning activities in social studies classes that focus on local cultural diversity boring because they usually only involve lectures (Azizah, 2020; Rusli et al., 2023). Besides practicing related learning content, practice questions allow students to realize their imagination through animated displays. The quiz session will end with a display of student responses to media questions. The results will be displayed according to the number of questions answered correctly, and students will also know the correct and incorrect answers after completing the questions.

CONCLUSION

Because this research aims to see whether there is an increase in student interest and learning outcomes in social studies learning using Articulate Storyline, based on the research data findings, students are interested in social studies learning when using Articulate Storyline. The analysis results show that the articulated storyline increases students' interest in learning. The social studies learning outcomes of class IV students at SDN Palebon 03 Semarang City are influenced by articulate narratives. The research results show a positive influence of Articulate Storyline on student learning outcomes. Articulate Storyline has a simultaneous and combined influence on the attention and learning outcomes of class IV IPS students at SDN Palebon 03, Semarang City. Articulate Storyline can be utilized in classroom learning and further explored in learning and teaching activities. Suggestions for further research are to expand the research subject to other levels of education.

AUTHOR'S NOTE

The publication of this essay does not constitute a conflict of interest, according to the author. In addition, the author declares that all material contained in this paper was collected lawfully and is completely original, free from plagiarism. References or quotations from other people have been properly referenced and acknowledged in accordance with the relevant academic norms. Throughout the entire research and article writing process, the authors were dedicated to upholding ethical and scientific integrity.

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