Multimedia-based *Apsimas* Learning Media on the Meaning of the *Pancasila* Precepts in the Community Environment to Improve Students' Learning Outcomes

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A B S T R A K

Keterbatasan media pembelajaran yang digunakan selama pembelajaran berlangsung menyebabkan siswa menjadi patah semangat ketika pembelajaran. Dalam pembelajaran tentunya siswa memerlukan media pembelajaran untuk membantu mereka dalam memahami materi secara berkelanjutan sehingga diperlukan adanya kemajuan media pembelajaran seperti media pembelajaran "Apsimas" (Penerapan Makna Sila Pancasila). Penelitian ini bertujuan untuk menghasilkan media pembelajaran berbantuan alur cerita artikulasi 3 pada mata pelajaran PKn materi makna sila Pancasila di lingkungan masyarakat kelas IV SD yang telah teruji validitas dan reliabilitasnya serta berpengaruh terhadap hasil belajar siswa. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model ADDIE. Subjek dalam penelitian ini adalah: 1 orang ahli materi pelajaran PPKn, 1 orang ahli media pembelajaran, 1 orang praktisi, 9 orang siswa untuk uji coba skala kecil dan 17 orang siswa untuk uji coba skala besar. Metode pengumpulan data yang digunakan adalah observasi, wawancara, tes, dan angket. Instrumen pengumpulan data menggunakan angket dan soal tes. Teknik analisis data yang digunakan adalah analisis kualitatif dan analisis kuantitatif. Data dianalisis menggunakan rumus Purwanto untuk mengetahui kesesuaian materi dan media yang dikembangkan. Penelitian ini menghasilkan media pembelajaran "Apsimas" berbantuan alur cerita artikulasi 3 pada muatan PPKn, materi makna sila Pancasila di masyarakat yang telah teruji validitas dan reliabilitasnya sehingga layak digunakan dalam proses pembelajaran.

A B S T R A C T

The limitations of learning media used during learning take place cause students to be discouraged when learning. In learning, obviously, understudies need learning media to assist them with understanding the material sustainable so the advancement of learning media like learning media "*Apsimas*" (Application of the meaning of the *Pancasila* precepts) is required. This research aims to produce learning media assisted by articulate storyline 3 in Civics subject material on the meaning of the *Pancasila* precepts in the community environment of class IV SD which has been tested for validity and reliability and has an effect on student learning outcomes. This research is development research using the ADDIE model. The subjects in this research were: 1 *PPKn* subject matter expert, 1 learning media expert, 1 practitioner, 9 students for small-scale trials and 17 students for large-scale trials. The data collection methods used were observation, interviews, tests, and questionnaires. Data collection instruments used questionnaires and test questions. The data analysis techniques used are qualitative analysis and quantitative analysis. The data was analyzed using Purwanto's formula to determine the suitability of the material and media being developed. This research produces the learning media "*Apsimas*" assisted by articulate storyline 3 on *PPKn* content, material on the meaning of *Pancasila* principles in the community which has been tested for validity and its reliability and so it is suitable for use in the learning process.

1. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state, according to Article 1 paragraph (1) of Regulation Number 20 of 2003, which governs the National Education System (Fatimah & Santiana, 2017; Rosarian & Dirgantoro, 2020). Primary school is a learning organization that carries out instructional programs as a basis for producing learners who can or cannot continue to higher education institutions. The purpose of primary school education, among others, is to form the basic personality of students as a complete Indonesian human being according to their level of development, instill a basic understanding and the ins and outs of science and technology as a basis for learning at higher education levels and living in society (Muliastrini, 2020; Núñez-Canal et al., 2022). With

regard to learning in the modern era, it has become possible to develop learning strategies that are aligned with technology. It is undeniable that in the modern, digital age technology, the advancement of information technology has been very rapid as a means of developing learning strategies that are aligned with technology (Mansir & Purnomo, 2020; Suryana & Muhtar, 2022).

Teachers as the main part of the world of education mustable to keep up with and even surpass the evolution of science and science and technology that develops in society (Panggabean et al., 2022; Sulastri et al., 2020). The teacher plays a crucial role in ensuring that pupils find the material they are teaching acceptable during teaching and learning activities (Ramdani et al., 2021; Yestiani & Zahwa, 2020) . According to earlier studies, teachers should organize their lessons ahead of time as a guide for carrying out instruction in the classroom. This includes creating lesson plans, preparing teaching materials, learning resources and learning media, choosing and determining learning methods, determining and mastering materials and making and providing assessment sheets (Anggraini, 2021; Astuty & Suharto, 2021) . In this regard, a teacher is required to have broad knowledge and insight that will help students in achieving learning success in accordance with educational goals (Ali, 2022; Fitrah et al., 2022) .

Additionally, learning media use is required as a way for teachers and students to communicate information. Selection of suitable learning media aims to ensure that learning is appropriate student characteristics and learning materials (Fahira Arsyaf et al., 2022; Pramugita et al., 2023) . Civic education is one of the subjects that calls for media literacy (Civics). *Pancasila* and Citizenship Education (*PPKn*) is one of the subjects applied in formal education to develop students' attitudes and morals in order to have good character and personality in keeping with the values of *Pancasila*. *PPKn* learning must be strengthened from an early age, so that in the future they can get used to practicing *Pancasila* in their day to day routines. Civics is the beginning of students learning about the values of life role models in the nation and state (Ariani & Wachidi, 2019; Gustina & Jayadinata, 2023). Therefore, *PPKn* plays a crucial part in improving the citizenship skills and character of elementary/MI students.

In elementary schools, civics classes are those that are full of affective content. In order to develop students' affective attitudes to the maximum, the learning process that takes place should not only be sourced from books, but also use learning media so that the process of learning that occurs is able to provide real learning experiences that are directly obtained by students (Ratu Pratiwi et al., 2020; Syaparuddin, S. et al., 2020) . Real-world evidence, however, indicates that there is still a dearth of media use in the civics education process. based on observations and interview with the homeroom instructor for class four at SDN Ngaliyan 02, it is evident that teachers rarely employ learning media throughout the teaching process, it makes it challenging for pupils to comprehend the material being covered.

Civics content itself is a subject that contains more material and requires students to memorize (Maulani et al., 2020; Ramadhani et al., 2019). Teachers solely use the text and images found in worksheet books and student books to carry out the civics learning process, which I believe does a poorer job of explaining the subject to pupils. Apart from that, there are only a few examples of the meaning of *Pancasila* principles in the community contained in student worksheets or books, resulting in a lack of active student involvement in reflecting on and sharing what they have discovered during the learning process. Apart from that, teachers also only use the lecture method in the learning process, so that some students feel bored while learning is taking place. Apart from that, during the teacher's explanation of the lesson topic, some pupils are engrossed in themselves and don't pay attention, some even disturb their friends, so the teacher has to often reprimand or do ice braking to restore the learning atmosphere. This issue then affects class IV pupils' poor civics learning outcomes, which also leads to improper learning objective achievement.

Some research related to the above problems is that in the learning process teachers continue to employ student-centered methods, approaches, and strategies during the teaching process, which makes pupils less engaged and more likely to be dull (Pertiwi et al., 2022). Another finding also states that they tend to be silent as if they are not interested in learning during Civics learning (Narimo et al., 2019). Other research reveals that the trigger for this is due to not employing engaging, enjoyable, and easily understandable media, which makes it difficult for student to understand the subject matter and makes them easily bored and less motivated to learn (Jannah & Reinita, 2023) .

One of the efforts made to minimize learning activities as above is that innovative learning is needed and uses learning media. Previous study expresses that media are materials, instruments, and methods or strategies used for instructing and learning exercises fully intent on facilitating suitable and beneficial educational communication among instructors and understudies,materials, devices, and strategies or methods utilized for instructing and learning exercises, with the point that the educational communication among instructors and understudies can occur suitably and conveniently (Abdulai et al., 2021). The learning media that researchers developed is named "*Apsimas*" (Application of the meaning of *Pancasila* principles). *Apsimas* is a type of learning media that is made with the Articulate Storyline 3 application and possesses the capacity to boost students' excitement. Other study states that the program

Articulate Storyline 3 is used as a presentation or communication tool. *Apsimas* learning media are displayed with a variety of visuals,materials and other interesting features. The ability to play *Apsimas* learning media frequently, memory development, independence training, and a greater understanding of the significance of *Pancasila* values in society are only a few of its many benefits (Yamin et al., 2021).

In the research conducted the learning materials created for science classes at SMP Negeri 2 Gantarang based on Articulate Storyline can greatly enhance the learning results of VIIA students (Jais & Amri, 2021). Other research conducted claimed that student learning results enough significantly impacted by the interactive learning tool of the Oscilloscope and Articulate Storyline Multimeter measuring instrument (Wijayanti et al., 2022). Based on the aforementioned viewpoints, the researcher concludes that while the focus of our research is the creation of articulate storyline 3-based learning media, there is comparatively less research on this type of media that covers civics-related topics. In order to take this into account, the aims of this study is to creating learning media called "*Apsimas*" (Application of the Meaning of the Precepts of *Pancasila*), which are based on Articulate Storyline 3 content on the Meaning of the Precepts of *Pancasila* in the context of the community. The novelty of this study is focus on multimedia-based *Apsimas* learning media to community environment.

2. METHOD

Research and development (R&D) is the research methodology employed. Sugiono (2016: 407) explains that R&D research is a research methodology that involves creating a product and then determining if it is appropriate for use.utilized to create a product and then determine if it is fit for use. The aim of testing a product is to find out whether the product is effective for use or not (Syavira, 2021). The ADDIE model is the model used in this research. ADDIE model-based development research is divided into five stages. Figure 1 shows an illustration of the stages of the ADDIE model.
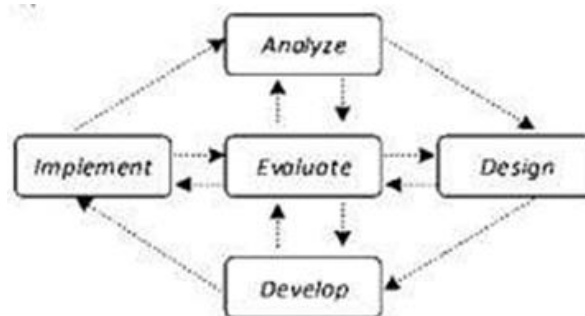

Figure 1. The ADDIE Development Model's stages

The learning media "*Apsimas*" (Application of the Meaning of *Pancasila* Principles) based on an articulate storyline 3 materials on the Meaning of *Pancasila* Principles in Society for Class IV Elementary School is the subject of research in developing this learning media. Furthermore, the learning media "*Apsimas*" will be tested by lecturers who are experts in their fields, both material and media. The learning media "*Apsimas*" (Application of the meaning of *Pancasila* precepts), which is based on material on the meaning of *Pancasila* precepts in the community in class IV primary school, is the research subject in the development of this learning media. This test was completed in order to assess the viability of the created learning materials.

The activities carried out at the analysis stage (Analyze) aim to create learning media that meets learning needs. Researchers investigated and gathered needs by observing and interviewing class IV teachers at SD Negeri Ngaliyan 02 regarding problems connected to the process of learning. In addition, surveys on the requirements of educators and learners for media were disseminated by the researchers. The questionnaire contains questions regarding the suitability of the material that will be presented for learning outcomes, the form of letters that will be used in learning media, colors, language and audio. The design stage is carried out by creating a contextual learning media design based on the meaning of *Pancasila* principles in the community environment. In class IV elementary school in the form of an articulate storyline 3 application, a template, and looking for things needed in the editing process by paying attention to the content of the teacher and student needs questionnaires carried out at the previous stage. The development stage is carried out by developing contextual learning media according to the design that has been made. After media development was carried out, product validity testing was carried out by media and material specialists in addition to product testing using a sample of nine students which were used for small group trial activities. After conducting a product validity test, the test results were then analyzed and

improvements were made to the "*Apsimas*" learning media which was developed in accordance with suggestions from experts, practitioners and students.

Experts in learning media, practitioners, nine students utilized for small-group trial activities, and nineteen students for large-scale trials comprise the subjects of this development research. While the object of this development research is the validity of the learning media "*Apsimas*" on the material meaning of the *Pancasila* precepts in the community environment. This study makes use of both qualitative and quantitative data types. Data collection used in this study is using observation, interviews, and questionnaires or questionnaires. In this study, the questionnaire made will be used to collect data on the results of product reviews and validity tests. The The instruments utilized in this study include the material expert validation questionnaire, the media expert validation questionnaire, the student response questionnaire, and the teacher response questionnaire. There are two categories of data that this research yielded: quantitative data and qualitative data. Material validation and media validation yield quantitative data. Interviews, observations, questionnaires, and remarks or critiques from subject matter experts and media specialists are all sources of qualitative data. The grids for the research instruments are displayed in Tables 1, Table 2, Table 3, and Table 4.

Table 1. Material Expert Instrument Grid

No.	Aspect		Indicator	Number of Items
1.	Appropriateness Material/content	1)	Material complies with CP	1
		2)	The material is relevant to the learning goals.	1
		3)	Completeness of learning materials in a systematic sequence and arrangement	1
2.	Suitability of material to student development	4)	The material in the module is easy students understand	1
		5)	Material according to level cognitive development of fourth grade students	1
		6)	Material can foster children's enthusiasm for learning	1
3.	Aspects of Linguistic Feasibility	7)	The language used is easy for students to understand	1
		8)	The language used is communicative	1
		9)	The language employed is suitable for the stage of development	1
4.	Suitability of images and materials	10)	The image matches the material	1
	Amount			**10**

Table 2. Learning Media Expert Instrument Grid

No.	Aspect		Indicator	Number of Items
1.	Appropriateness Material/content	1)	Material complies with CP	1
		2)	The material is relevant to the learning goals.	1
		3)	Evaluation questions according to indicators.	1
		4)	"*Apsimas*" learning media content according to Cp, Tp and material	1
		5)	Presentation of learning media "*Apsimas*"	1
2.	Display Aspects	6)	Design of learning media "Pamsimas" towards students' curiosity	1
		7)	"*Apsimas*" learning media design for student interest and motivation	1
		8)	Selection and use of font types	1
		9)	Presentation of illustrations	1
		10)	Use of images	1
3.	Convenience Aspect Use	11)	A combination of text, color and images	1
		12)	The nature of the learning media "*Apsimas*"	1
		13)	Ease of the learning process	1
		14)	Instructions for using the learning media "*Apsimas*"	1
		15)	The use of "*Apsimas*" learning media is appropriate to student development	1
	Amount			**15**

Table 3. Teacher Instrument Grid

No.	Aspect		Indicator	Number of Items
1.	Aspects of suitability of learning materials in "*Apsimas*"	1)	The title *Apsimas* is in accordance with the material served.	1
		2)	*Apsimas* is based on Articulate Storyline 3 which was developed according to learning outcomes.	1
		3)	*Apsimas* is based on Articulate Storyline 3 which was developed according to learning objectives.	1
		4)	*Apsimas* material is prepared according to the ability level of class IV students.	1
		5)	The presentation of *Apsimas* is equipped with reading text clear and appropriate to the material	
2.	Media Aspect	6)	*Apsimas* media can attract students' enthusiasm for learning regarding the meaning of *Pancasila* principles in the community.	1
		7)	Colors used in *Apsimas* is not boring.	1
		8)	The images presented are in accordance with the material discussed.	1
		9)	The illustrations presented are attractive and appropriate to the material.	1
		10)	The audio in *Apsimas* can be heard clearly.	1
3.	Language Aspects	11)	Students can easily grasp the language that is being utilized.	1
		12)	The language used is communicative	1
	Amount			**12**

Table 4. Small Group Trial Instrument Grid

No.	Aspect		Indicator	Number of Items
1.	Draw attention Student	1)	Attractive display of "*Apsimas*" learning media.	1
		2)	*Apsimas* makes learning more fun.	1
		3)	*Apsimas* makes students more eager to learn.	1
2.	Students participacion	4)	*Apsimas* encourages students to work together with peers.	1
		5)	*Apsimas* encourages students to actively ask questions to the teacher.	1
3.	Presentation of material	6)	The material presented in the learning media is easy to understand	1
		7)	The examples given in the material are easy to understand.	1
		8)	*Apsimas* has improved student learning outcomes.	1
	Amount			**8**

The instrument grids were then consulted with the supervisor to get input. After carrying out the consultation, continued with compiling the instrument, then carried out an expert test (judges). The results of the expert test assessment (judges) are calculated using the feasibility test formula from Purwanto to know the feasibility coefficient. The validity of the subject matter experts on the material of the meaning of the *Pancasila* precepts in the community environment is 80% or in the range of 61-80% with decent criteria. While the validity of learning media experts on the meaning of the *Pancasila* precepts in the community environment is 80% or in the range of 61-80% with decent criteria. The validity of practitioners on the material of the meaning of the *Pancasila* precepts in the community environment is 98% or in the range of 81-100% with very feasible criteria. While the validity of students on the material of the meaning of the *Pancasila* precepts in the community environment is 88% or in the range of 81-100% with very feasible criteria.

The reliability test is carried out to test the test question instrument that has been made whether it is reliable or not. The formula used for the reliability test is KR-20 (Kuder Richardson). The reliability of the learning media validation instrument "*Apsimas*" on the material of the meaning of the *Pancasila* precepts in the community environment is 0.88 with the criteria that the instrument is reliable.

Table 5. Percentage Range and Product Eligibility Criteria

Score Range	Clasification
81 < x < 100 %	Very Feasible
61 < x < 80 %	Feasible
41 < x < 60%	Normal
21 < x < 40 %	Less Feasible
0 < x < 20 %	Not Feasible

3. RESULT AND DISCUSSION

Result

This study uses the ADDIE model development process. The procedure is described as follows. The first step is the analysis step. In this first phase of the study, a comprehensive analysis will be conducted, starting with implementation prior to instruction, analyzing the needs of teachers and students, and ending with alternative solutions that can be tailored to the needs of the class. This chapter includes observation, reflection, and discussion. According to the observational results, it was found that the teacher's teaching methods were quite repetitive, which meant that students' attention could not be focused on learning for extended periods of time. Another finding made by the researchers in the lab was that students used PKn as a somewhat challenging learning material.

Design stage. In this phase, researchers begin to analyze the product's initial requirements by taking into account the needs and problems identified in the phase analysis. In addition, the product's return policy is tailored to the needs of instructors and students. During this research phase, the researchers also have a crazy approach or application that will be used to create "*Apsimas*" learning media, which is Articulate Storyline 3. Researchers selected this application based on a variety of factors, including user experience, personality, and cost. In addition to that, work is also done on identifying or gathering the necessary components for the "*Apsimas*" learning media, which include background music, animated graphics, GIFs, animations, and other necessary components for the learning materials that will be presented. the "*Apsimas*" learning media development process.

Phase of development (encumbrance). During this stage of development, researchers saw the potential of the "*Apsimas*" learning media or the "*makna sila*" *Pancasila* that had previously been explored. It is applied by analyzing the necessary resources, such as a suitable PC or laptop with appropriate specifications and a stable internet connection. In this chapter, previously published media are then validated with other media and other material to obtain a comment or a statement. Any comments or suggestions that are received are then considered for improvement through product review procedures so that the media that is being developed can be considered legitimate. Once a product has been proven to be good, it moves on to the implementation stage. The results of this study yielded a product that is a learning resource called "*Apsimas*" (*Aplikasi Makna Sila Pancasila*) based on Articulate Storyline 3 material *Makna Sila Pancasila* in the surrounding community of Grade IV SDN Ngaliyan 02. Some views of the developed Articulate Storyline 3-based "*Apsimas*" learning media should be visible in Figure 2.

Figure 2. Display of Learning Media "*Apsimas*"

Before the "*Apsimas*" learning media, which is based on Articulate Storyline 3 and is considered an advanced medium suitable for use with students, several steps are taken, including product validation (carried out by media and material experts), small-group trial test and large-group trial test. This validity check's goal is to determine whether the ukur used in a certain situation is accurate. Later, it is continued with a review of the educational media that has already been determined to be necessary. After reading this, if the "*Apsimas*" educational material is still relevant, further socialization can be done to advance the learning process. Table 6 presents the validity results.

Table 6. The Product Validity Test Results

No.	Test Subjects	Validity Results	Information
1.	Media Expert Test	80 %	Worth It
2.	Material Expert Test	80 %	Worth It
3.	Classroom Teacher Test	98 %	Very Worth It
4.	Small Group Trials	88 %	Very Worth It

Base on Table 6, the "*Apsimas*" learning media that are being introduced to students come after they have completed the validation, inspection, and review processes. Teachers then used the "*Apsimas*" teaching media in a cooperative learning exercise with fourth-grade students. Nine responders with high, medium, and low learning outcomes participated in small groups in class IV SDN Ngaliyan 02, whereas 19 respondents participated in large-scale trials. The effectiveness or lack thereof of the media can be evaluated based on the results of the pretest and posts, which consist of 20 topics each that are given to students. Before using the "*Apsimas*" learning media, students are given a pre-test to gauge their level of understanding of the material in the learning media. After completing the pre-test homework, the next step is to deploy the "*Apsimas*" learning material. Table 7 presents the test results.

Table 7. The Product Effectiveness Test Results

No.	Test Subjects	Pre-test	Post-test
1.	Small Group Trials	53.33	82.78
2.	Large Group Trials	46.32	83.68

Base on Table 7 the researchers receive recommendations and a review from the expert team regarding about the developed medium's feasibility. In order to confirm that the sample actually originates from a population that is normally distributed, a data normalcy test is also performed, so that differences that occur can result in treatment rather than differences in the sample. The small group's pre- and post-test normalcy test results were 0.137, indicating that the distribution can be considered normally distributed if L count < L table (0.137 < 0.271). The large group's pre- and post-test normalcy test results were 0.101, indicating that the data can be regularly distributed with L count < L table (0.101 < 0.195). The homogeneity test was then carried out. Because t < t table, the homogeneity test findings for both small and large groups indicate homogeneous data. An N-gain test is then performed. Table 8 displays the results of the N-gain test.

Table 8. N-Gain Test Results

Class Pretest	Many Students Post-Test	Average		N-Gain	Criteria
Small Group	9	53.33	82.78	0.6310	Medium
Large Group	19	46.32	83.68	0.6961	Medium

Base on Table 8, the learning material "*Apsimas*" based on Articulate storyline 3 receives a medium category according to data analysis results. It is concluded that the "*Apsimas*" learning media is effective in improving learning outcomes, so it is fitted for use in learning the meaning of the *Pancasila* precepts in the community environment at SDN Ngaliyan 02 Semarang City.

Discussion

When doing in-class instruction, teachers need to use a tool or medium as a guide to explain material to students. Media educational is one tool used to assess learning activities in a particular school (Hikmah et al., 2022). However, based on what is stated, many teachers only use methods For example, when teaching, it should only be focused on the students, and when using educational media, it should only be used sparingly book, lks, dan tulisan, yang terutama di sekolah dasar. Kelas IV SDN Ngaliyan 02 Kota Semarang is the penulis syllabus. In this regard, the teacher must constantly be innovative in observing the constant evolution of the curriculum and daily life (Faizah et al., 2020; Rindiasari, Hidayat, Yuliani et al., 2021). The educational media "*Apsimas*," which is based on Articulate Storyline 3 in *PPKn* material *makna sila-sila Pancasila* in the community, is an innovation meant to alleviate the need for teachers to impart knowledge to students and facilitate their learning.

Referring to the data from the validity test results that have been carried out, the development of learning media "*Apsimas*" (Application of the Meaning of the Precepts of *Pancasila*) based on Articulate

Storyline 3 material on the Meaning of the Precepts of *Pancasila* in the community environment shows qualifications that are feasible and very feasible from the assessment of experts, and the results of product trials so that the learning media "*Apsimas*" (Application of the Meaning of the Precepts of *Pancasila*) based on Articulate Storyline 3 material on the Meaning of the Precepts of *Pancasila* in the community environment developed is declared feasible to aid in the process of learning. This is also because the "*Apsimas*" learning media development process uses an appropriate and systematic development model so as help reduce the likelihood of mistakes occurring early on in the development process (Rahayu et al., 2023; Wati et al., 2021). In this development research, the learning media "*Apsimas*" are developed using the ADDIE development paradigm, which involves multiple phases, such as analysis, development, design, implementation, and evaluation so that the development carried out becomes more structured, this is what causes the learning media "*Apsimas*" (Application of the Precepts of *Pancasila*) based on Articulate Storyline 3 to be more effectively used in the learning process (Mufidah & Khori, 2021; Saski & Sudarwanto, 2021).

Referring to the results of the assessment given by the content experts of the *PPKn* subject on the learning media product "*Apsimas*" (Application of the Meaning of the Precepts of *Pancasila*) based on Articulate Storyline 3 material on the Meaning of the Precepts of *Pancasila* in the community environment that has been developed gets qualifying results worthy. Based on the questionnaire of the content expert assessment instrument of the *PPKn* subject which consists of ten assessment indicators. The assessment obtained results, namely thirteen indicators scored with very good qualifications and two indicators scored 80% with decent qualifications. This is also reinforced by a statement from previous studies revealing that the clarity and relationship between learning media and indicators, objectives, and material, teachers' choosing and utilizing media in the classroom learning process have to take this into account in order to make the media more effective and efficient in achieving learning objectives (Elvinawati et al., 2022; Pradnyana et al., 2021). Material that is presented coherently and logically will assist pupils in grasping the material rapidly. Based on these statements, it can be concluded that the clarity and relevance of indicators, learning outcomes, learning objectives, presentation of material, use of language, and the suitability of images with the material contained in the learning media "*Apsimas*" (Application of the Meaning of the Precepts of *Pancasila*) based on Articulate Storyline 3 material on the Meaning of the Precepts of *Pancasila* in the community environment can make a favorable impact on teachers and learners in the process of learning (Darnawati et al., 2019; Indah Monica et al., 2023).

Referring to the results of the assessment given by the lesson media expert on the learning media product "*Apsimas*" (Application of the Meaning of the Precepts of *Pancasila*) based on Articulate Storyline 3 material on the Meaning of the Precepts of *Pancasila* in the community environment can make a favorable impression on teachers and students in learning. which has been developed to get decent qualification results. This is due to several points important, namely: (1) the material presented in the multimedia aligns with the learning objectives and results; (2) the learning material contained in *Apsimas* is clear; (3) *Apsimas* learning media can increase student motivation, interest, and curiosity (4) accuracy in media selection so that it facilitates learning. This is reinforced by research conducted which states that Learning planning is crucial because it establishes standards and guidelines for achieving objectives (Yunita et al., 2021). Lesson planning should also be in line with the aspects of education and learning reflected in the curriculum structure (M. Ferry Irawan, 2023; Nurtanto et al., 2021). Based on these statements, it can be concluded that learning design that is in accordance with the characteristics of learning and students will be more effective to facilitate students in learning so that it will positively influence the learning outcomes of students, thus learning objectives will be maximally achieved.

The development of learning media "*Apsimas*" (Application of the meaning of the *Pancasila* precepts) based on Articulate Storyline 3 developed for this study includes material elements, quizzes, and songs that discuss the application of the precepts of *Pancasila* in the community environment. So that with these elements, it will make learning activities more meaningful. This is because pupils can comprehend more readily and identify the material meaning of the *Pancasila* precepts in the community environment well. So that the learning media "*Apsimas*" (Application of the meaning of the *Pancasila* precepts) based on Articulate Storyline 3 developed can be used to overcome the limited use of learning media at SDN Ngaliyan 02. The use of *Apsimas* learning media can make knowledge more clearly presented, which will enhance both the learning process and the learning outcomes for students.

4. CONCLUSION

The results indicate that the *Apsimas* learning media based on Articulate narrative 3 can be utilized in teaching in accordance with the principles of instructional materials, instructional media, and practice, according to the findings. In addition, the use of *Apsimas* educational media, which is based on Articulate Storyline 3, is effective in teaching since it increases student understanding of *Pancasila* in the community

and learning outcomes. The use of *Apsimas* learning media can make knowledge more clearly presented, which will enhance both the learning process and the learning outcomes for students.

5. REFERENCES

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