Interactive Articulate Storyline 3-Based Learning Media: Enhancing Student Engagement and Knowledge in Elementary Dance Arts Education

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Abstrak

Keterbatasan penggunaan media pembelajaran yang efektif oleh guru seringkali menyebabkan rendahnya keterlibatan siswa dalam pembelajaran, sehingga diperlukan alat pembelajaran inovatif yang dapat membantu siswa memahami materi dengan cepat. Penelitian ini bertujuan untuk mengembangkan media pembelajaran interaktif berbasis Articulate Storyline 3 pada mata pelajaran Seni Tari kelas V sekolah dasar, khususnya pada materi keragaman unsur pendukung tari. Penelitian ini menggunakan metode pengembangan dengan model ADDIE (Analyze, Design, Develop, Implement, Evaluate). Subjek penelitian meliputi 1 ahli materi Seni Tari, 1 ahli media pembelajaran, 1 praktisi, 6 siswa untuk uji coba skala kecil, dan 20 siswa untuk uji coba skala besar. Teknik analisis data yang digunakan adalah analisis kuantitatif dan kualitatif. Media pembelajaran yang dikembangkan terdiri atas beberapa fitur, seperti bagian sampul, bagian identitas siswa, menu navigasi, penjelasan materi secara rinci, video pembelajaran, serta kuis atau evaluasi untuk siswa. Hasil penelitian menunjukkan bahwa media interaktif ini secara signifikan meningkatkan hasil belajar siswa, terutama dalam peningkatan pengetahuan mereka terhadap materi pembelajaran. Selain itu, fitur interaktif dan konten visual yang menarik pada media ini mampu meningkatkan antusiasme siswa serta mendorong partisipasi aktif mereka dalam pembelajaran. Penelitian ini membuktikan bahwa media interaktif berbasis Articulate Storyline 3 memiliki potensi sebagai media yang efektif untuk meningkatkan kualitas pembelajaran di sekolah dasar, khususnya pada mata pelajaran seni.

Kata kunci: Media Pembelajaran, Articulate Storyline, Seni Tari

Abstract

The limited use of effective learning media by teachers often leads to low student engagement during lessons, highlighting the need for innovative tools that can help students quickly grasp the material. This study aims to develop an interactive learning media based on Articulate Storyline 3 for the fifth-grade Dance Arts subject, focusing on the diversity of dance supporting elements. This research follows a development methodology using the ADDIE model (Analyse, Design, Develop, Implement, and Evaluate). The study's subjects include one Dance Arts subject matter expert, one instructional media expert, one practitioner, six students for a small-scale trial, and 20 students for a large-scale trial. The data analysis techniques employed are both quantitative and qualitative. The developed media comprises several features, including a cover page, student identity section, navigation menu, detailed material explanation, instructional videos, and a quiz or evaluation section for students. The findings indicate that the interactive media significantly enhances student learning outcomes, particularly in increasing their knowledge of the subject matter. Additionally, the media's interactive features and visually engaging content foster greater student enthusiasm and active participation in learning. This research demonstrates the potential of Articulate Storyline 3-based interactive media as an effective tool for improving the quality of elementary school education, particularly in creative arts subjects.

Keywords: Learning Media, Articulate Storyline, Dance Art

1. INTRODUCTION

Art education is an education that provides a platform for children to appreciate themselves and their environment. Appreciation will arise if learning is done well and correctly by the teacher at school. This means that teachers can guide students in achieving their appreciation, because teachers have the right abilities in art education, especially dance. So that it is in accordance with the age level and needs as students who are just learning to understand, take into account, and express themselves through dance instruments (Dance et al., 2023; Delfakhria & Solfema, 2022). Realizing the great benefits of learning about culture,

it is necessary to apply learning innovations that can increase student participation and learning creativity so that it is not boring. In order for Dance learning to be fun and easy for students to understand, teachers can apply interesting and innovative learning media (Becker, 2013; Putri et al., 2018). In a study by previous study explained that the introduction and application to students in art learning is very important for education in today's era, so researchers developed digital media based on Articulate Story; line 3 for students which will be useful in increasing students' understanding of art and cultural knowledge, the role of educators is also very important to foster students' interests and talents in the learning process of arts and culture, one of which is Dance (Ananda et al., 2022; Maulidiyanti et al., 2023).

The introduction and application to students in art learning is very important for education in the current era, so researchers developed digital media based on Articulate Story; line 3 for students which will be useful in increasing students' understanding of knowledge of arts and culture, the role of educators is also very important to foster students' interests and talents in the learning process of arts and culture, one of which is Dance (Okoye, 2014; Ratu Pratiwi et al., 2020). The findings of field study observations indicate that there is still a dearth of media use in the dance education process. Researchers' observations and interviews with a fifth-grade teacher at SD N Tugurejo 01 in Semarang City revealed that teachers rarely employ instructional media throughout the teaching process, which makes it difficult for pupils to understand the material being presented. The teacher still uses the lecture approach, which is teacher-centered and does not use learning media, to present the material during the learning process. Additionally, learning is still done solely through books, which causes kids to get easily distracted and bored throughout class (Li et al., 2021; Pratiwi et al., 2019). Using the data from the homeroom instructor in In class V, the instructor notes that some pupils are cool on their own and do not pay attention to her when she is teaching things. This indicates that the students' excitement for the lecture mode of instruction is also poor (Irawaty et al., 2021; Nurjanah, 2018).

In order to reduce the amount of learning activities mentioned above, creative and integrated learning using a variety of learning resources must be done. To ensure that the learning process is successful, the lesson plans, instructional materials, learning media, and assessment forms that make up the learning tools must work in concert with one another. Researchers believe that creative and engaging learning materials should be used with students in order to enhance their skills in accordance with their individual circumstances and personalities (Manalu et al., 2022; McLean et al., 2022). In order to reduce the amount of learning activities mentioned above, creative and integrated learning using a variety of learning resources must be done. To ensure that the learning process is successful, the lesson plans, instructional materials, learning media, and assessment forms that make up the learning tools must work in concert with one another (Nardo et al., 2022; Safaruddin et al., 2020). Instructional media aids educators in establishing a welcoming and comfortable learning atmosphere for their students. Additionally, media use will give pupils the opportunity to engage in a variety of activities. As a result, kids rely on more than just teachers as learning tools (Anggraini et al., 2020; Zahwa & Syafi'i, 2022).

Referring to previous research found by researchers, revealed that a learning media developed based on Articulate Storyline 3 in science subjects of Human and Environmental material can improve student learning outcomes (Nadzif et al., 2022). A different study, learning materials created using Articulate Storyline in the context of thematic learning can positively impact students' motivation to learn as well as their academic performance (Challob, 2021). Additional investigation also showed that the media, which was created using Articulate Storyline 3, is excellent for teaching pupils how to solve problems. (Habuke et al., 2022).

It is evident from the findings of multiple investigations that the researcher located that the media, which is built on Articulate Storyline 3, may significantly enhance the learning outcomes of fifth-grade students. But no research has previously addressed the creation of instructional materials based on Articulate Storyline 3 for teaching Dance Arts content on the Supporting Elements of Dance (Plate Dance) in elementary schools. The aim of this project is to create an effective learning resource that is acceptable to students that is easy to use by students, which is based on Articulate Storyline 3 and covers the Supporting Elements of Dance (Plate Dance) in elementary school.

2. METHODS

The type of research used by researchers is research and development (R&D). RnD research is a research method used to produce a product and then test the product whether it is suitable for use. In testing a product aims to find out whether the product developed is effective to use or not. In this study, researchers used the ADDIE development model (Barranger et al., 2009). This ADDIE model development research consists of five stages. The illustration of the ADDIE model stages can be seen in Figure 1.
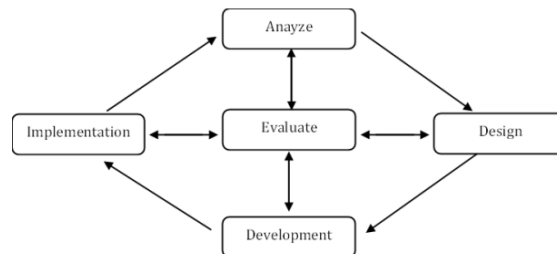

Figure 1. Stages of the ADDIE Development Model

The research subject in the development of this learning media is the learning media (Diversity of Dance Supporting Elements) based on Articulate Storyline 3 on the material of the diversity of dance supporting elements in grade V elementary school. This learning media as a research subject will be tested by material experts and media experts, namely two lecturers who are competent in their fields. In addition, there are also teachers as respondents regarding the learning media that has been developed. This test is conducted to determine the feasibility of the learning media that has been developed.

The activities carried out at the analysis stage (Analyse) are investigating and collecting needs by means of observation and conducting interview activities with the fifth-grade teacher of SD N Tugurejo 01 Semarang City related to the problems contained in the learning process, so that researchers can create learning media that are in accordance with the learning needs. The questionnaire contains questions regarding the suitability of the material to be presented against the learning outcomes, the letterforms to be used in the learning media, colours, language, and audio. The design stage involves creating templates and contextual learning materials about the variety of dance-related supporting elements in class V elementary schools. It also entails searching for materials required for editing, keeping in mind the information gathered from the teacher and student needs questionnaire completed earlier in the process. Contextual learning materials are created in line with the planned framework as part of the development stage. Following the completion of the media development, product trials utilizing a sample of nine students for small group trial activities, as well as product validity testing by material and media experts, are conducted. Following the completion of a product validity test, the trial's findings were examined, and the learning

materials were improved in compliance with advice from professionals, practitioners, and students.

Experts in learning media, practitioners, six students for small-group trial activities, and twenty students for large-scale trials are the subjects of this development research. The validity of the learning resource on the subject of the diversity of dance supporting elements is the focus of this development investigation. Both qualitative and quantitative data were employed in this study. In order to collect data for this study, questionnaires, interviews, and observation were used. The created questionnaire will be used in this study to gather information on the review and product validity test outcomes (Ardiani & Agung, 2022).. The researchers employed a variety of research instruments, including questionnaires validated by material experts, media experts, teachers, and students in grade V. There are two types of data that come from this study: quantitative data and qualitative data. Quantitative information that researchers have gathered from media and material validation sources. Qualitative data is gathered by observations, surveys, interviews, and comments or critiques from subject matter experts and media specialists. Tables 1, Table 2, Table 3, and Table 4 display the research instrument grids that were utilized by the investigators.

Table 1. Material Expert Instrument Grid

No	Aspect		Indicator	Number of Items
1	Material suitability	1)	The content on the media aligns with the educational goals.	1
		2)	The material of the diversity of dance supporting elements in is in accordance with the learning outcomes.	1
		3)	Evaluation questions are in accordance with the indicators developed.	1
2	Aspect the accuracy of the material	4)	The material is modified so that it is more easily understood by students.	1
		5)	Easy-to-understand concepts and definitions make it simpler for students to comprehend the information on the variety of dance supporting elements, which includes makeup, props, music, and apparel.	1
		6)	The content of presented in the teaching materials adds students' insights.	1
3	Material usefulness aspect	7)	The use of data and facts in the material is appropriate and appropriate.	1
		8)	The material is presented systematically and clearly.	1
		9)	The material contained in can increase students' knowledge.	1
		10)	The material of the diversity of dance supporting elements in stimulates students' curiosity and involvement to learn independently and in groups.	1
4	Language Aspects	11)	Media uses clear language that is easy for students to understand.	1
		12)	Media uses spelling that is in accordance with Indonesian language rules.	1
		13)	The grammar and sentence structure used are appropriate. Standardization of terms and symbols used in.	1
		14)	The language used is communicative and developmentally	1
		15)	appropriate.	1
			Amount	**15**

Table 2. Learning Media Expert Instrument Grid

No	Aspect		Indicator	Number of Items
1	Aspects of suitability	1)	The title is in accordance with the material presented.	1
		2)	Media is presented in accordance with the learning outcomes.	1
		3)	Media is developed in accordance with the learning objectives.	1
		4)	The content of media is arranged based on the learning objectives and learning outcomes of the material on the diversity of dance supporting elements consisting of music, property, makeup, and appropriate clothing.	1
		5)	The presentation of media is equipped with reading texts that are clear and in accordance with the material.	1
2	Display aspect	6)	The display design of media fosters students' curiosity.	1
		7)	The design in media can attract students' attention and focus in learning.	1
		8)	The selection and use of font types in media is appropriate so that it is easy to read clearly.	1
		9)	The illustrations presented are interesting and in accordance with the material.	1
3	User-friendliness aspect	10)	Use of images in accordance with the material.	1
		11)	The combination of text, colors, and images are in harmony, making it easier to convey the message.	1
		12)	Media is practical and reusable.	1
		13)	Media in the learning process is easy and fun for teachers and students.	1
		14)	Instructions for using media are clear and easy to understand.	1
		15)	Media is easily accessible by students in improving the development and character of fifth grade elementary school students.	1
	Amount			**15**

Table 3. Teacher Instrument Grids

No	Aspect		Indicator	Number of Items
1	Aspects of suitability	1)	The title media is in accordance with the material presented.	1
		2)	Media media is presented in accordance with the learning outcomes.	1
		3)	Media developed is in accordance with the learning objectives.	1
		4)	Media materials are arranged according to the ability level of 5th grade students.	1
		5)	The presentation of media is equipped with reading text that is clear and in accordance with the material.	1
2	Display aspect	6)	Media can attract students' enthusiasm for learning.	1
		7)	The colors used in media can attract interest and motivation in learning.	1

No	Aspect	Indicator		Number of Items
		8)	The images presented are in accordance with the material discussed.	1
		9)	The illustrations presented are attractive and in accordance with the material.	1
3	Language Aspects	10)	Audio in media can be heard clearly.	1
		11)	The language in media is easy for students to understand.	1
		12)	The language in media is communicative.	1
		Amount		**15**

Table 4. Small Group Trial Instrument Grid

No.	Aspect	Indicator		Number of Items
1	Attract Attention Students	1)	Attractive display of learning media.	1
		2)	Media makes the learning atmosphere more fun.	1
		3)	Media makes students more enthusiastic in learning.	1
2	Student engagement	4)	Media encourages students to cooperate with peers.	1
		5)	The media encourages students to actively ask the teacher.	1
3	Presentation of material	6)	Students can easily comprehend the content that is offered in the media.	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) were calculated using the feasibility test formula. The validity of the material expert on the diversity of dance supporting elements is 100% or in the range of 81-100% with very feasible criteria. While the validity of the learning media experts on the diversity of dance supporting elements is 87% or in the range of 81-100% with very feasible criteria. The product feasibility criteria is show in Table 5.

Table 5. Product Feasibility Criteria

Range	Criteria
$81 < \underline{x} < 100$ %	Very Feasible
$61 < x < 80$ %	Worth
$41 < x < 60$%	Decent Enough
$21 < x < 40$ %	Less Feasible
$0 < x < 20$ %	Not Feasible

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) (Baskara et al., 2021). The reliability of the learning media validation instrument media on the material of the diversity of dance supporting elements is 0.86 with the criteria that the instrument is reliable.

3. RESULTS AND DISCUSSION

Results

The first, Analysis Stage. As part of this research project, an early study was conducted to assess the needs of educators and learners, begin with implementation prior to learning, and work toward creating substitute solutions that can be customized to fulfill the requirements of the educational process in the classroom. Observation, interviews, and questionnaire distribution are all part of this phase. Based on the findings of field observations by researchers, it is known that class V teachers' learning activities are still categorized as monotonous, meaning that students' attention is not focused on learning for extended periods of time. Additionally, students perceive dance to be a less interesting subject. Selain itu, ada batasan pada sumber daya pengajaran yang dapat digunakan oleh instruktur saat mengajar siswa di kelas Seni Tari, di mana siswa dapat mempraktikkan berbagai tarian berdasarkan panduan yang telah diberikan oleh guru. The material presented in this subject also requires students to memorize both an explanation of the material and movements, this of course will cause students to become uninterested and easily bored in the learning process which of course causes low student understanding of dance subjects which will affect the low student learning outcomes in class.

Stage two, the second stage is the Design Stage. At this stage, researchers began to design the initial framework of the product to be made by paying attention to the problems and needs of the class found by researchers in the field at the analysis stage. In addition, the design designed by researchers was also adjusted to the results of distributing questionnaires to teachers and students. At this point, the researcher selected Articulate Storyline 3 as the program or application to be used in the creation of learning materials. This application was employed by researchers for a variety of reasons, including its functionality, animation, user manual, and price. Furthermore, the process of identifying and gathering the necessary elements for creating articulate storyline educational resources involves considering the learning materials that will be provided, as well as the images, videos, animations, backdrops, backsounds, and other components that are required.

Stage three, the third stage is the Development Stage (develop). Researchers at this development stage realize the articulate storyline learning media design with material on the diversity of dance supporting elements that have been planned at the previous stage. Starting with preparing the equipment needed including, a PC or computer with appropriate specifications and a supporting internet network. At this stage, the media that has been developed will then be validated to media experts and material experts who aim to get advice and input. The suggestions and input obtained from the expert are then tried to be improved through product revision activities so that the media developed can be said to be valid and suitable for use. Products that have been improved according to expert direction then proceed to the implementation stage. This development research produced a product in the form of learning media called Diversity of Dance Supporting components, based on Articulate Storyline 3 material on the diversity of dance supporting components in class V SD N Tugurejo 01 Semarang City. Here are some displays of learning media based on Articulate Storyline 3 developed by researchers as show in Figure 2.

Figure 2. Display of Learning Media

Before the learning media based on Articulate Storyline 3 becomes the final media that can be used to facilitate learning, several stages are carried out, among others: Product validation (conducted by media experts and material experts, small group test stages and large group trials. Sugiyono (2006) states that the validity test is a testing step carried out on the content of an instrument (Rindiasari, Hidayat, Yuliani et al., 2021). This validity test aims to test the extent to which the measuring instrument used is right on target. Then it is followed up by revising the learning media that has been tested if necessary. After completing this phase, more socialization can be implemented to support the educational process in the event that the learning medium is deemed practical. The following are the validity results as show in Table 6.

Table 6. Product Validity Test Results

No	Subject	Validity	Criteria
1.	Media Expert Test	87%	Very Feasible
2.	Material Expert Test	100%	Very Feasible
3.	Classroom Teacher Test	96%	Very Feasible
4.	Small Group Trial	88%	Very Feasible

The fourth, stage is the implementation stage. At this stage, the learning media developed by the researcher is ready to be applied to students after passing the validation process, tested, and revised. The learning media was then used in field trials on grade V students. The small group trial was conducted in class V of SD N Tugurejo 01 Semarang City with 6 respondents with high, medium, and low learning outcomes, while the large scale trial was conducted with 20 respondents. The answers to the 15 questions that students were given for the pretest and posttest together show whether or not the media is beneficial. Pre-test questions were given to students before to using the learning medium in order to gauge their prior understanding of the subject matter. The learning medium based on articulate storyline 3 was put into practice once the pre-test questions were finished, and the post-test questions were finished as well. The test results are displayed below.

The fifth, final stage is evaluation. This stage is the results and suggestions given from the expert team to researchers regarding the feasibility level of the developed media, t test, and N-gain test. Furthermore, the data normality test is carried out to ensure that the resulting sample is actually obtained from normally distributed results, so that differences that occur can result in treatment rather than sample differences. The results of the normality test of small-scale pretest scores have a significance value of (0.167>0.05) so that the pretest data on a small scale is normally distributed. Meanwhile, the results of the normality test for small-scale posttest scores have a significance value of (0.078>0.05) so that the posttest data on a small scale is normally distributed. The results of the normality test for large-scale pretest scores have a significance value of (0.242>0.05) so that the pretest data on a large scale is normally distributed. Then, the normality test results of the large-scale posttest values have a significance value of (0.080>0.05) so that the posttest data on a large scale is normally distributed. Furthermore, the homogeneity test results of the small group and large group showed homogeneous data, because $t_{count} < t_{table}$.

Based on the data analyzed by researchers using SPSS, the calculation of t_{count} is 11.885 and the t_{table} value is 1.729. With t_{count} greater than t_{table}, it means that there is a significant difference in pretest and posttest learning outcomes by using learning media based on Articulate Storyline 3 with the material of Diversity of Dance Supporting Elements. Therefore, it can be concluded that Ha is accepted, which means that the media based on Articulate Storyline 3 developed by researchers is effectively used in learning Dance Art in class V SD N Tugurejo 01 Semarang City. Furthermore, the N-gain test was conducted, the results of the N-gain test are presented with a small group of 6 with the final results of the

pretest of 44.00 posttest of 79.00 with an N-Gain value of 0.6263 and stated with very good criteria. In a large group of 20 with the final results of the pretest of 53.9 postest 85.65 with an N-Gain value of 0.6863 and stated with very good criteria. The results of data analysis showed that the learning media based on Articulate storyline 3 received a moderate category. It is concluded that the learning media is effective in improving learning outcomes, so it is feasible to use in learning Dance subject material of supporting elements of dance SD N Tugurejo 01 Semarang City.

Discussion

The learning media developed by researchers can improve student learning outcomes, are practical to use, because researchers develop Articulate Storyline 3-based media (Juniantari et al., 2021; Wati et al., 2021). The author in this which explains that the use of media in learning can increase students' learning motivation, facilitate teachers in the teaching process and increase teacher and student interaction in learning. Researchers created media based on Articulate Storyline 3, with the goal of using media to help students comprehend course materials more easily, become more involved in the learning process, and provide an alternative so that learning occurs effectively and efficiently (Al-baru et al., 2023; Hadza et al., 2020).

The author in this study explains that in conducting classroom learning, teachers need tools or media as an intermediary to convey material to students. Learning media is a tool to fulfill teaching and learning activities in a school. However, in reality many teachers only use the lecture method in teaching which is only student-centered and if using learning media is only makeshift such as books, lks, and blackboards, especially in elementary schools (Irwanto et al., 2018; Putri et al., 2018). The author in this the researcher's target is fifth grade students of SD N Tugurejo 01 Semarang City. In this case, teachers must continue to innovate to keep up with the times and the ever-changing curriculum. Learning media based on Articulate storyline 3 in the subject of Dance Art material diversity of dance supporting elements is an innovation developed to meet the needs of teachers in delivering material to students and facilitate students in learning. Learning media is some media used in channeling messages or information in a lesson that helps teachers in teaching as well as a means of carrying messages from learning sources to students who receive messages or information described in the lesson (Kibirige & Teffo, 2014; Variani & Gede Agung, 2020).

Referring to the data from the validity test results that have been carried out, the development of learning media Dance Supporting Element Diversity Application based on Articulate Storyline 3 material on Dance Supporting Element Diversity shows very feasible qualifications from the assessment of experts, and the results of product trials so that the learning media Dance Supporting Element Diversity based on Articulate Storyline 3 developed is declared feasible for use in the learning process. This is also because the process of developing learning media uses the right and systematic development model so that it can minimize the occurrence of errors in the development process from the beginning (Saski & Sudarwanto, 2021; Wati et al., 2021). This development research uses the ADDIE development model, which goes through multiple stages such as analysis, design, development, implementation, and evaluation, to create learning media. This results in a more structured development process, which produces the educational material. Differentiated dance supporting elements using a clear storyline to help the learning process work more effectively (Habuke et al., 2022; Sulistyan et al., 2022).

This is also reinforced by a statement from study revealed that the clarity and relationship between learning media and indicators, objectives, and material, must be a concern and consideration for teachers in choosing and using media in the classroom learning process so that the media used is more effective and efficient to achieve learning objectives (Dwiqi et al., 2020; Tikson et al., 2023). The author in this students will learn the material

more quickly if it is presented rationally and coherently. The principles and criteria Agus Salim et al. 2020 proposed are also used to evaluate the accuracy of the selection of learning media. These include compatibility with the material, compatibility with student characteristics, compatibility with student learning styles, and compatibility with supporting facilities that are assessed in a comprehensive and exhaustive way. The learning media dance supporting element diversity is based on articulate storyline 3 material on diversity of dance supporting elements. Based on these statements, it can be concluded that teachers and students can benefit from the clarity and relevance of indicators, learning outcomes, learning objectives, material presentation, language use, and image suitability (Awwalina & Wachidah, 2023; Cabatan et al., 2020).

The outcomes of pertinent research, such as studies from, support the developed media's viability findings The author in this the outcomes of the data analysis demonstrate the viability of using the Articylate Storyline 3-based medium for instruction. The data analysis's conclusion indicates that it is feasible to utilize Articulate Storylien 3-based learning media in the classroom because of its increased capacity to grab students' attention and make the subject matter easier to understand. There are multiple reasons for this. First, learning media based on Articulate Storyline 3 on learning outcomes of grade V SD N Tugurejo 01 Semarang City is feasible to use because it gets exposure from media experts as much as 87%, material experts get 100%, and from practitioners get 96%, and from students 88% so that it meets the eligibility qualifications. This is inseparable from the materials and media developed. The media developed is tailored to the needs of elementary school children, especially grade V students (Firdaus & Pritin, 2022; Kaloeti et al., 2021). The author in this researchers see the feasibility of material from the suitability of media content with learning objectives and media in terms of media format, media quality and suitability of media concepts in accordance with research by Resi Ananda, et al 2022 which aims to determine whether Articulate storyline media has an influence on student learning outcomes in SBDP subject matter in grade V SD (Ananda et al., 2022; Kusuma, D., & Ahmadi, 2024).

The author in this learning media can enhance student learning results, it is practical to employ, as it is based on the Articulate Storyline 3 flow. Students benefit greatly from appropriate learning materials during the teaching and learning process (Wulandari et al., 2023). The author in this researchers' development of the learning medium, which is based on Articulate Storyline 3, has a positive impact on the learning process and can solve issues with earlier learning that still relied on traditional methods. Using the right educational resources can boost engagement and prevent pupils from becoming disinterested in their studies. Students are also pleased that learning resources are available since they can maximize the caliber of student learning outcomes (Barka et al., 2020; Pramita & Rusmayadi, 2018). The author in this previous research indicates that the availability of learning media expands the quantity and diversity of content available to students who are open-minded. This illustrates the existence of learning media and how they enable students to gain practical experience in order to appropriately and effectively stimulate the knowledge obtained during the learning process in accordance with the techniques used. The existence of learning media also clarifies the unclear learning process, so that learning objectives are achieved ideally and students become more understanding in learning. The media is supported by text, audio, image and video content that can be adjusted to the learning objectives. In addition, this media is also supported by interesting quiz content, so that students can interact directly with learning activities (Rasyid et al., 2022; Taştan et al., 2018).

The author in this It is possible to use media, which is based on Articulate Storyline 3, in the Dance subject since it can enhance students' interest and learning outcomes, particularly with regard to the class V material on Diversity of Dance Supporting Elements. Interactive components included in digital learning media include educational games, interactive simulations, instructional videos, and digitally based learning platforms (Jeong,

2017; Ratnaningrum et al., 2021). The author in this this encourages cooperation and social interaction between students and creates a more collaborative and enjoyable learning environment because students tend to be more excited and motivated to actively participate in the learning process. Previous research also states that learning media continues to develop following technological developments that make it easy for teachers and students to access and use it in the learning process, so that learning media becomes flexible and can be used anytime and anywhere (Elbasuony et al., 2018).

4. CONCLUSION

It can be concluded that the learning media built based on Articulate Storyline 3 and accessible through the link has been successfully developed based on the research findings and discussion mentioned above. Content about the Diversity of Dance Supporting Elements has been available in the media, with the aim of reaching grade V elementary school students. The media is considered suitable for use as a learning resource on the Diversity of Dance Supporting Elements based on the findings of media expert validators and material validators. Based on the findings of the usage trial, the media made is considered successful which shows that Ha is approved and Ho is rejected. This shows that student performance in the usage trial has a significant difference between before and after learning. The N-Gain test results for the trial of use on the media show that after using Articulate Storyline 3-based media, student learning outcomes have increased.

5. REFERENCES

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