Articulate Storyline-Based Learning Media Loaded with Local Wisdom Values in Historical Narrative Text Material for Elementary School Students

Konradus Silvester Jenahut[1*], Angelina Christin O. Rosari Lake[2] (ID)

[1,2] Program Studi Pendidikan Guru Sekolah Dasar, Universitas San Pedro, Kupang, Indonesia

A B S T R A K

Banyak siswa Sekolah Dasar yang masih kesulitan memahami materi teks narasi sejarah yang diberikan guru di sekolah. Tujuan penelitian ini yaitu mengembangkan suatu media pembelajaran berbasis Articulate Storyline bermuatan nilai-nilai kearifan lokal pada materi teks narasi sejarah untuk siswa kelas V Sekolah Dasar. Jenis penelitian ini yaitu penelitian pengembangan yang mengacu pada model pengembangan model Borg & Gall. Metode pengumpulan data pada penelitian ini yaitu berupa observasi, wawancara, dan penyebaran angket. Analisis data penelitian ini dilakukan secara deskriptif kualitatif dan deskriptif kuantitatif. Subyek uji coba produk ini yaitu 3 guru dan 58 siswa yang berasal dari 3 Sekolah Dasar yang dipilih dengan menggunakan purposive random sampling. Berdasarkan hasil validasi, ahli media pembelajaran memberikan penilaian dengan nilai persentase rata-rata 89,06%, ahli materi dan bahasa memberikan penilaian dengan nilai persentase rata-rata 89,06%, dan praktisi memberikan penilaian dengan nilai persentase rata-rata 91,26%, sehingga nilai rata-rata dari para ahli dan praktisi sebesar 88,08% dengan kualifikasi produk sangat layak. Hasil penyebaran angket kepada siswa dan guru menunjukkan tanggapan positif, di mana dari 8 aspek yang dinilai mendapat nilai persentase rata-rata sebesar 95,47%. Disimpulkan bahwa media pembelajaran berbasis Articulate Storyline bermuatan nilai-nilai kearifan lokal ini sangat layak untuk digunakan dalam menunjang kegiatan pembelajaran di kelas.

A B S T R A C T

Many elementary school students still need help understanding historical narrative text material given by teachers at school. This study aimed to develop an Articulate Storyline-based learning media containing local wisdom values in historical narrative text material for fifth-grade elementary school students. This type of research is development research, which refers to the development model of the Borg & Gall model. Data collection methods in this study are in the form of observation, interviews, and questionnaires. The data analysis of this research was carried out in a descriptive qualitative and quantitative descriptive manner. The subjects of this product trial were three teachers and 58 students from 3 elementary schools selected using purposive random sampling. Based on the results of the validation, learning media experts provide an assessment with an average percentage value of 89.06%, material and language experts provide an assessment with an average percentage value of 89.06%, and practitioners provide an assessment with an average percentage value of 91.26 %, so that the average value of experts and practitioners is 88.08% with very decent product qualifications. The results of distributing questionnaires to students and teachers showed positive responses, in which the eight aspects assessed received an average percentage score of 95.47%. Learning media based on an Articulate Storyline containing local wisdom values is very feasible to support learning activities in class.

1. INTRODUCTION

Text-based learning is learning oriented to students' abilities in constructing knowledge and their skills in compiling and developing text orally and in writing. Narrative text is a form of discourse that attempts to describe an event that has occurred to the reader. An important element in a narrative text is

Corresponding author
E-mail addresses: Silvester100@gmail.com (Konradus Silvester Jenahut)

the action and the time sequence of events (Keraf, 2010; Ningsih, 2018). In the 2013 Elementary School (SD) curriculum framework, historical narrative texts are used as material content in thematic learning in the fifth grade of elementary school. In the 2013 Curriculum, students are required to study local history because (1) all regions have contributed to the course of Indonesian history in almost all historical periods; (2) each period of Indonesian history has events and figures at the national and regional levels, both of which play the same role in the course of Indonesian history; and (3) has the responsibility to introduce important historical events that occurred throughout Indonesia (Fikri et al., 2022; Taufan, 2022). In addition, historical narrative text-based learning can train students' thinking skills systematically, controlled, empirically, and critically. This historical narrative text contains a series of historical stories that form meaning based on time sequence (Agustina, 2017; Nurmalasari, 2022). Historical events are past events that are studied based on information sources not created by historians but by other people, documented, and available for historians to study and reconstruct as historical narratives. Through historical narrative texts, students are invited to become acquainted with the narrative of a historical event or event, which students then reconstruct by extracting information on the contents of the historical narrative text. This information is extracted using 5 question words, including what, where, when, who, why, and how (Fox & Thompson, 2010; Hasan, 2019).

However, based on the results of researchers' interviews with class teachers from 3 elementary schools in Kupang City, there are similarities in the problems experienced by teachers, namely: (1) Students need to be more interested in historical narrative text material contained in textbooks. It is because the presentation of historical narrative text examples in textbooks is monotonous, lacks illustrations, and is not contextual; (2) Teachers and students only have learning resources prepared by the government in the form of teacher manuals and student textbooks on theme 7 "Events in Life"; (3) There is no specific and adequate learning media for teaching historical narrative text material. The cause is teachers' need for more understanding and skills in developing learning media, especially learning media related to the material of writing historical texts (Ikbal, 2018; Zuriah et al., 2016). It makes it easier for students to feel bored and fed up during the learning process. According to previous research, the gap between learning objectives and learning outcomes is usually caused by the scope of teaching materials needing to be narrower, abstract, and integrated with local wisdom Fields(Pornpimon et al., 2014).

Thus, starting from the problem phenomenon described previously, researchers need to develop a learning media that suits the needs and characteristics of students, as well as ease of use of the media. It is based on the concept that learning media is a message carrier technology that can be used in learning which functions to clarify and facilitate understanding of abstract concepts, increase learning absorption or retention, motivate student learning, generate student creativity, and learn to think at a higher level (Budiyono, 2020; Fearnley & Amora, 2020). In choosing learning media, teachers must consider several criteria, including the number of target locations, the learning media that is appropriate for students, the level of difficulty in using it, and the size of the costs incurred compared to the profits or benefits that students will obtain (Miftah, 2015; Rispan & Sudrajat, 2019). Teachers can use learning media and local wisdom values when learning narrative text material. Integrating local wisdom values in learning makes learning more interesting and meaningful, as well as a tool for strengthening students' character in facing current and future challenges, with moral knowledge, moral feelings, and moral actions in understanding the noble values of their culture. Through local wisdom, students can connect teaching materials with real-life contexts (Juniantari et al., 2021; Laila et al., 2021).

One learning media that can be developed as a learning medium for narrative text material is Articulate Storyline. Articulate Storyline is a software that can be used to develop learning media. Articulate Storyline provides features such as videos, images, animations, photos, audio, etc., which have almost the same function as the Microsoft PowerPoint application (Indriani et al., 2021; Juhaeni et al., 2021). Articulate Storyline has various publication formats such as Learning Management System, HTML5, Articulate Storyline online, CD, and Word, so the product results look more comprehensive, interactive, and effective and can be accessed via computer or smartphone. Apart from that, media can be published online or offline so that it can be formatted in the form of CDs, word processing, personal pages, and Learning Management Systems (Ghozali & Rusimamto, 2016; Vallori, 2014) Other researchers' research results show that Articulate Storyline 3-based learning media in the Learning Assessment and Evaluation course has met effective aspects for improving student learning outcomes (Juniantari et al., 2021). Research conducted by other researchers shows that students can independently understand negotiation text material presented using the Articulate Storyline application, learning becomes more effective and efficient, and students are increasingly motivated to participate in the learning process (Indriani et al., 2021). Other research shows that the feasibility of developing Articulate Storyline 2 media is categorized as very good, and its effectiveness has increased and even exceeds the school completion standard, namely 75 (Hanim et al., 2021). In line with the research results, Gamification-based Articulate Storyline 3

media can improve students' critical thinking and independent learning skills regarding the properties of acidic, basic, and neutral solutions (Heliawati et al., 2022). Other researchers' results show that integrating local wisdom into science learning can theoretically and empirically improve students' scientific literacy skills (Setiawan et al., 2017).

However, there has yet to be research in previous studies on developing Articulate Storyline-based learning media that integrates local wisdom values. Therefore, this research developed Articulate Storyline-based historical narrative text learning media, which was integrated with local wisdom values in East Nusa Tenggara Province. This local wisdom includes religious systems, language, economy, education, social organizations, cultural heritage, and arts. The diversity of local wisdom values in East Nusa Tenggara can be integrated into learning, especially historical text material packaged in Articulate Storyline-based learning media. Hence, students' learning process becomes more interesting, contextual, and meaningful.

2. METHOD

The type of research used in this research is development research. Development research is a type of research used to produce certain products and test the effectiveness of these products (Sugiyono, 2015). The product developed in this research is Articulate Storyline-based learning media containing East Nusa Tenggara local wisdom values in historical narrative text material. Researchers adopted the development model developed by (Borg et al., 2003). The model consists of ten development steps, namely: (1) Research and data collection, (2) Planning, (3) Developing a product draft, (4) Initial field trials, (5) Revising trial results, (6) Testing field trials, (7) Revision of field test results, (8) Field implementation tests, (9) Final product revisions, and (10) Dissemination and implementation (Setyosari, 2015). The data collection methods in this research are observation, interviews, and distributing questionnaires. The data collection instruments in this research are interview guidelines, validation questionnaires, student questionnaires, and documentation. The grid of this media expert validation questionnaire instrument includes aspects of display design, audio, animation, and user-friendliness, as shown in Table 1.

Table 1. Media Expert Validation Questionnaire Instrument Grid

Assessment Aspects	Indicator
Design Aspect Tampilan	1. The display design presented is based on user characteristics
	2. Design an attractive appearance for users/students.
	3. The background on the media has the right color.
	4. Images in the media can represent the learning material presented.
	5. The menu display on the media makes it easier for users to use it.
	6. The menu layout on the media does not confuse users.
	7. Buttons have the right color and icon.
	8. Buttons have consistent colors and icons.
	9. The buttons on the media have precise reactions.
	10. The font/letters in the text have the right color.
	11. The font size is correct and suitable for use (title, content, material, etc.).
	12. The type of font used does not confuse users in understanding the information contained.
Audio Aspect	1. The narrator's voice is clear and does not contain noise.
	2. The audio effects used are precise, attractive, and not distracting.
	3. The media has a balanced background mix.
Animation Aspect	1. Presentation of opening animation and content on appropriate media
	2. The animation presented is reasonable.
	3. Animation supports the content of the material presented.
	4. The animation presented is by the user's character
Aspects of ease of use of media	1. Media is easy to use and simple to operate
	2. Media can be used as independent teaching material.
	3. Media can be used on various devices.

The material and language expert validation questionnaire instrument grid, includes material suitability and language suitability aspects, as shown in Table 2.

Table 2. Material and Language Expert Validation Questionnaire Instrument Grid

Assessment Aspects	Indicator
Aspects of material suitability	1. The material presented is by the learning objectives.
	2. The material presented is appropriate to the target or user.
	3. The material presented is complete.
	4. The material presented is a systematic
	5. The material presented can be understood.
	6. Presentation of material accompanied by examples
	7. Presentation of material is accompanied by assignments or evaluations as student practice material.
Aspects of Language Suitability	1. The sentences used are communicative
	2. The language used is by Indonesian rules.
	3. The sentences used are effective and do not cause double meaning.

The material and language expert validation questionnaire instrument grid contains 17 indicators, as shown in Table 3.

Table 3. Material and Language Expert Validation Questionnaire Instrument Grid

Item Number	Assessment Aspects/Indicators
1	The attractiveness of Articulate Storyline-based learning media containing local wisdom values of East Nusa Tenggara in historical narrative text material for fifth-grade elementary school students
2	Clarity of material in the media
3	Completeness of the teaching materials
4	Use of language in the media
5	Media display time duration
6	Media raises students' interest in the material
7	Student involvement and role in learning activities
8	ease of use of media
9	Ease of understanding teaching materials in Articulate Storyline 3 media
10	Suitability of evaluation questions/materials to the material
11	Suitability of content/learning materials
12	Correspondence of core competencies
13	Suitability of basic competencies
14	Text/writing readability
15	Good image quality
16	Interesting color composition
17	Clarity of student feedback/responses

Types of data in the form of notes, input, and interview results were analyzed using a qualitative descriptive approach, while questionnaire data were analyzed using quantitative descriptive analysis techniques. The test subjects for this product were three teachers and 58 students from SD Nusa Cendana International Plus School (NCIPS), SD Infrastruktur Plus, and SD Canossa, who were selected using purposive random sampling. In this research, the development procedure refers to the model development steps, which the researcher then simplified again into four development steps (Jenahut, 2017). The research begins with a preliminary study stage. At this stage, the researcher collects initial data and information related to the product to be developed. This was done by conducting a needs analysis of the curriculum at three elementary schools, Nusa Cendana International Plus School (NCIPS), SD Infrastruktur Plus, and SD Canossa. After that, an analysis of the needs of teachers and students was carried out. Teacher and student needs analysis was conducted by interviewing class teachers to determine the classroom conditions and learning situations. In contrast, student needs analysis was carried out by distributing questionnaires to determine students' interest and motivation for learning, as well as the obstacles faced by students during classroom learning activities. Next, the researcher conducted a theoretical study by collecting all information related to historical narrative text material and local wisdom in East Nusa Tenggara, which will be presented in learning media products. At the product development stage, the activities produce an initial draft or product through learning media. At this stage, the researcher carries out the design by determining the media components, such as preparing flowcharts

layout and determining the title of the learning media. Next, the researcher collected and processed materials in the form of determining historical texts in East Nusa Tenggara, which would later be used as examples of texts in learning media, collecting supporting illustrations from various sources that were related to East Nusa Tenggara local wisdom values, and presenting material content into learning media developed with Articulate Storyline software.

The learning media products that have been developed are then prepared for validation. Product validation is carried out by involving experts and practitioners who are directly related to learning media products. The validated aspects include content, language, presentation, and appropriateness of the media. The media suitability validation results are based on product suitability interpretation guidelines, as shown in Table 4.

Table 4. Guidelines for Interpreting Product Suitability

Skala	Percentage	Qualification	Decision
4	85%-100%	Very feasible	Implementation
3	75%-84%	Feasible	Implementation
2	55%-74%	Enough	Revision
1	<55%	Not feasible	Revision

Based on Table 4, learning media products can be implemented or tested if they get a percentage of feasibility results of 75% -100%. Field trials were conducted in 3 schools, SD Nusa Cendana International Plus School (NCIPS), SD Pendidikan Plus, and SD Canossa, involving three teachers and 58 students as product users (Arikunto, 2012). Field trials are carried out to determine the feasibility of the product that has been developed. The results of field trials also become a reference for researchers to revise learning media products. After the learning media has been tested and revised, a final draft of the learning media product that has been developed is produced.

3. RESULT AND DISCUSSION

Result

Preliminary studies

Research and development activities begin with carrying out preliminary studies. At this stage, the researcher conducted a curriculum analysis, analyzed the needs of teachers and students, and conducted a theoretical study of the materials that would be presented in learning media. The curriculum is analyzed by identifying the curriculum and formulating Basic Competencies (KD) and Competency Achievement Indicators (GPA). Based on the analysis results, the curriculum applied at SD Nusa Cendana International Plus School (NCIPS), SD Reform Plus, and SD Canossa is the 2013 curriculum. Basic Competencies (KD) and Competency Achievement Indicators (GPA) in historical narrative text material in these three elementary schools are at Basic Competencies 3.5 and 4.5, as seen in Table 5.

Table 5. Mapping of Basic Competencies and Indicators of Competency Achievement in Historical Narrative Text Material

Basic Competencies	Competency Achievement Indicators
3.5 Extract important information from historical narrative texts presented orally and in writing using aspects: what, where, when, who, why, and how.	3.5.1 Extract important information from historical narrative texts presented orally and in writing using aspects: what, where, when, who, why, and how correctly.
4.5 Present important information from historical narrative texts using aspects: what, where, when, who, why, and how, as well as standard vocabulary and effective sentences.	4.5.1 Understand important information from historical narrative texts using aspects: what, where, when, who, why, and how, as well as standard vocabulary and effective sentences.

The data from curriculum analysis in Table 5 is used as a basis for researchers to map the breadth and depth of historical narrative text material in learning media products. Next, researchers analyzed teacher and student needs. Analysis of teacher and student needs is a field study activity carried out to identify and analyze the needs of teachers and students for the learning media being developed.
Analysis of teacher needs was carried out by conducting interviews with three elementary school teachers regarding implementing learning activities in the classroom. The following data were obtained from the

interview results: (1) The teacher has never developed computer-based learning media (software). It is due to the limited competence and skills of teachers in the field of information technology; (2) The computer-based learning media (software) used so far is only limited to PowerPoint media; (3) The teaching materials used are still limited to textbooks published by the government; (4) Supporting examples or illustrations in presenting narrative text material in class are still limited; and (5) There is no computer-based learning media (software) that is specific to historical narrative text material in fifth-grade elementary school. Based on data from teacher interviews, researchers concluded that it was necessary to develop Articulate Storyline-based learning media on historical narrative text material. This is because teachers in these three elementary schools still need to improve and expand the use of computer-based learning media (software). The next needs analysis activity is analyzing student needs regarding student interest and motivation to learn in the classroom. Student needs were analyzed by distributing questionnaires to 58 students at SD Nusa Cendana International Plus School (NCIPS), SD Reform Plus, and SD Canossa. Data from the analysis of student needs questionnaires shows that: (1) 85% of students are not happy if the teacher only gives lectures or explains material in front of the class; (2) 96% of students are very happy if the teacher uses learning media when learning activities take place in class; (3) 93% of examples of historical narrative texts given to students are examples of historical narrative texts in government-published textbooks; and (4) 91% of the practice questions in historical narrative text material given to students still use practice questions in government-published textbooks.

Product Development

Articulate Storyline-based learning media product development activities are carried out in 3 parts: determining media components, collecting and processing media materials, and arranging materials in learning media. In the activity of determining media components, researchers first created a learning media flowchart. Flowcharts describe the flow and structure of the media displayed (Zubair, 2015). Next, the researcher designed the media layout based on the media structure contained in the flowchart. Media layout design consists of 2 aspects: the appearance and the media page. Media layout design in the display aspect consists of determining the size of the media screen, screen display (background), color composition, type and color of letters, buttons, and musical instruments. The media page determines the front page (cover), home page, media usage instructions page, material page, and developer profile page. The results of the Articulate Storyline-based learning media layout design can be seen in Figure 2, Figure 3, Figure 4, and Figure 5.

Figure 2. Front Page Display

Figure 3. Home Page Display

Figure 4. Display of the Instructions Page

Figure 5. Display of the Learning Page

The next activity in the product development stage is collecting and processing media materials. In this activity, researchers collected historical narrative text material from various sources, collected and processed examples of historical narrative texts, prepared practice questions, and collected pictures as supporting media illustrations. After collecting and processing media materials, the researcher then

organizes the materials in the media. In this activity, the learning materials that have been collected and processed are then put into the media. The composition of the material presented in the media is developed in the form of learning activities. Learning Activity 1 presents material in the form of an introduction to historical narrative texts, learning Activity 2 presents material in the form of reading examples of historical narrative texts, and learning Activity 3 presents material in the form of a learning evaluation. The results of the preparation of material in the media can be seen in Figure 6, Figure 7, Figure 8, and Figure 9.

Figure 6. Display of The Learning Activities Menu

Figure 7. Display of the Learning Activity on Page 1

Figure 8. Display of the Learning Activity on Page 2

Figure 9. Display of the Learning Activity on Page 3

The Articulate Storyline-based learning media product that researchers have developed is an initial product draft, which will be tested for feasibility through product validation tests before the learning media product is tested. Media experts, linguists, and practitioners performed product validation tests for Articulate Storyline-based learning media.

Product Validation

Product Validation is an activity to assess the quality and suitability of learning media products that researchers have developed. Product validation involves learning media, material, and language experts and teachers as practitioners. Before carrying out validation activities, researchers first prepare a product validation questionnaire sheet. Experts and practitioners will use The product validation questionnaire when assessing learning media products. After the product is validated, the next step is to process and analyze the completed questionnaire sheet. The product validation results by experts and practitioners are then interpreted per the product suitability interpretation guidelines in Table 6.

Table 6. Product Validation Results by Learning Media Experts

No	Rated aspect	%	Qualification
1	Display aspect	93.75	Feasible
2	Audio Aspect	83.33	Feasible
3	Animation Aspect	87.50	Feasible
4	Media User Aspects	91.67	Feasible
	Average	**89.06**	Feasible

Based on the validation results in Table 6, learning media experts gave an assessment score of 45 points in the display design aspect, with a percentage of 93.75%. In the audio aspect, the score obtained

was 10 points, with a percentage of 83.33%. In the animation aspect, the score obtained was 14 points with a percentage of 87.50%, and in the media user aspect, the score obtained was 11 points with a percentage of 91.67%. The average percentage of these four aspects is 89.06%. If interpreted according to the product suitability interpretation guidelines, the Articulate Storyline-based learning media product gets the qualification of "very suitable." Product validation is then carried out by material and language experts, covering two aspects: material and language suitability. Data from product validation by material and language media experts can be seen in Table 7.

Table 7. Product Validation Results by Material and Language Experts

No.	Rated aspect	%	Qualification
1	Aspects of material suitability	92.86	Feasible
2	Aspects of Language Suitability	75	Feasible
	Average	**83.93**	**Feasible**

Based on the validation results in Table 7, material and language experts gave an assessment score of 28 points regarding material suitability, with the percentage obtained being 92.86%. Regarding language suitability, the score obtained was 12 points, with the percentage obtained being 75%. The average percentage of these two aspects is 83.93%. If interpreted according to the product suitability interpretation guidelines, the Articulate Storyline-based learning media product in material and language suitability gets the qualification "feasible." Practitioners carry out the final product validation. Practitioners in this case are teachers at the research locations, namely at SD Nusa Cendana International Plus School (NCIPS), SD Infrastruktur Plus, and SD Canossa. Validation by practitioners includes aspects of curriculum suitability, material suitability, question quality, grammar, media display design, animation in the media, triggering interest/attention, and ease of use of the media. Data from product validation results by expert practitioners can be seen in Table 8.

Table 8. Product Validation Results by 3 Practitioners

No	Rated aspect	%	Qualification
1	Curriculum Appropriateness	100	Feasible
2	Material Suitability	90.48	Feasible
3	Question Quality	86.11	Feasible
4	Grammar	83.33	Feasible
5	Display design	93.75	Feasible
6	Animation	95.83	Feasible
7	Ease of use of media	91.67	Feasible
8	Trigger interest/attention	88.89	Feasible
	Average	**91.26**	Feasible

Based on the validation results in Table 8, practitioners assessed with a percentage of 100% on the curriculum suitability aspect, 90.48% on the material suitability aspect, 86.11% on the question quality aspect, 83.33% on the grammar aspect, 93.75 % on the display design aspect, 95.83% in the animation aspect, 91.67% in the ease of use of media aspect, and 88.90% in the interest/attention trigger aspect. The average percentage score of the eight aspects assessed by practitioners was 91.26%. If interpreted according to the product suitability interpretation guidelines, the Articulate Storyline-based learning media product gets the qualification of "very suitable". Learning media experts, material and language experts, and practitioners also provide input and suggestions to researchers for further product development. Input and suggestions from experts and practitioners were then analyzed and followed up by researchers. The input and suggestions from each expert and practitioner can be seen in Table 9.

Based on input and suggestions from experts and practitioners, researchers then made several improvements to the learning media product according to input from experts and practitioners. Examples of improvement results can be seen in Figure 10 and Table 9.

Table 9. Input and Suggestions from Experts and Practitioners

No.	Expert/Practitioner	Input and suggestions	Follow-up
1	Learning Media Expert	1. It would be best to use something other than the login menu on the front page display. 2. Add audio or instruments that match the characteristics of local wisdom in East Nusa Tenggara.	1. Researchers changed the front page display by not using the login menu. 2. Researchers include audio or instruments originating from the music of the East Nusa Tenggara region.
2	Material and Language Expert	1. More practice questions were added 2. Add a menu of instructions for working on questions	1. Researchers include additional practice questions based on topics in historical narrative texts. 2. The researcher added one new page containing instructions for working on the questions.
3	Practitioner	1. Several words must be replaced in the introductory material for historical narrative texts. These words are quite difficult for fifth-grade elementary school students to understand. 2. A menu needs to be added to review students' answers when they have finished working on the questions.	1. The researcher changed several words and sentences using simpler words so students could easily understand them. 2. The researcher included additional practice questions to become ten practice questions for each topic from examples of historical narrative texts.

Articulate Storyline-based learning media products have been validated and received input and suggestions for improvement from experts and practitioners. The average percentage of validation results from experts and practitioners can be seen in Table 10.

Table 10. The average percentage of product validation results by experts and practitioners

Expert/Practitioner	%	Qualification	Decision
Learning Media Expert	89.06	Very Feasible	Implementation
Material and Language Expert	83.93	Feasible	Implementation
Practitioner	91.26	Very Feasible	Implementation
Average	**88.08**	**Very Feasible**	Implementation

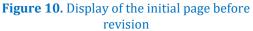**Figure 10.** Display of the initial page before revision

Figure 11. Display of the initial page after revision

Based on the data in Table 10, the Articulate Storyline-based learning media product that researchers have developed received an assessment with an average final score percentage of 88.08%.

Based on the average percentage of the final score, it can be concluded that the Articulate Storyline-based learning media product is "very feasible" to be implemented or tested on students.

Field Trials

Articulate Storyline-based learning media products that experts and practitioners have validated are tested on a limited basis with students. Fifty-eight students involved in the field trial activities came from 3 schools: SD Nusa Cendana International Plus School (NCIPS), SD Pendidikan Plus, and SD Canossa. Field trials were conducted to determine the assessment and response to Articulate Storyline-based learning media products from the student's perspective. The researcher and the class teacher jointly carried out learning activities using Articulate Storyline-based learning media in this activity. After carrying out learning activities in class, researchers and teachers distributed assessment questionnaires to students for students to complete.

Based on the assessment results data and student responses, students responded positively to Articulate Storyline-based learning media products. The average percentage score for the attractiveness aspect was 93.10%, 96.55% for the readability aspect, 91.38% for the animation presentation aspect, 98.28% for the color composition aspect, 96.55% for the accuracy of image selection, 98.28% in the aspect of ease of understanding learning material, 91.38% in the aspect of accuracy of learning sequence, and 98.28% in the aspect of suitability of learning material. The average percentage value of the eight aspects assessed by students was 95.47%. It shows that the Articulate Storyline-based learning media developed by researchers is very suitable for students learning activities, especially in historical narrative text material.

Discussion

Based on the student needs questionnaire analysis results, the researcher concluded that developing Articulate Storyline-based learning media was important. The learning media developed with Articulate Storyline can facilitate students' needs, both in learning interaction, ease of understanding the material, and ease of working on practice questions. Learning using learning media can also arouse students' interest and motivation to learn (Sanjaya, 2012; Sari & Harjono, 2021). The final activity in the preliminary study is conducting a theoretical study. In this activity, the researcher conducted a study and collected material, especially historical narrative text material, which will be presented in Articulate Storyline-based learning media. Based on the results of theoretical studies, the structure of historical narrative text material presented in Articulate Storyline-based learning media are (1) the Definition of historical narrative text, (2) the Steps in exploring historical narrative text information, (3) Use of question words in exploring historical narrative text information; (4) Reading historical narrative texts; and (5) Learning evaluation (Juniantari et al., 2021; Sari & Harjono, 2021). Apart from the material structure, the local wisdom values of East Nusa Tenggara in the form of historical stories are also integrated into the learning material, especially in presenting examples of historical narrative texts. The researcher raised three historical stories in East Nusa Tenggara, namely "The History of the Sasando Musical Instrument," "The History of the Struggle of King Sobe Sonbai III," and "The History of Kupang City." Integrating local wisdom values in learning materials can increase students' understanding and love of their local culture, especially in East Nusa Tenggara (Nurellah et al., 2018; Shufa, 2018). Based on the research results, the Articulate Storyline-based learning media containing local wisdom values of East Nusa Tenggara in historical narrative text material that researchers have developed is very suitable for use in classroom learning activities, especially in learning historical narrative texts for fifth-grade elementary school students (Daryanes et al., 2023; Legina & Sari, 2022). The advantage of this Articulate Storyline-based learning media is that it contains the local wisdom values of East Nusa Tenggara as examples of historical narrative texts in historical narrative text learning materials for fifth-grade elementary school students. The researcher raised three historical stories in East Nusa Tenggara, namely "The History of the Sasando Musical Instrument," "The History of the Struggle of King Sobe Sonbai III," and "The History of Kupang City." Based on the results of field trials, many students are interested in studying historical narrative text material through Articulate Storyline-based learning media. This is because Articulate Storyline-based learning media can be used on all devices, whether on laptops/computers or smartphones, making it easier for teachers and students to carry out learning anywhere and anytime (Heliawati et al., 2022; Juhaeni et al., 2021).

These results are in line with the results of previous research. Articulate Storyline-based learning media can facilitate the implementation of the learning process and create an interesting learning atmosphere so that learning is high quality and takes place optimally (Nissa et al., 2021; Nugroho & Arrosyad, 2020). Local wisdom values are also supported by students' interest in the learning process, which is integrated into the learning media. Research results state that integrating local wisdom into

learning can increase students' learning motivation (Maure & Jenahut, 2021; Toharudin et al., 2021). Local wisdom-based learning is an educational practice relevant to life development skills, based on empowering local skills and potential in each region (Abidinsyah et al., 2019; Hadi et al., 2019). Apart from that, the research results on integrating local wisdom in learning models allow students to face future life while remaining guided by regional cultural values (Dewi et al., 2019; Irwan et al., 2020). Furthermore, the Articulate Storyline-based learning media that this researcher has developed can be downloaded by the general public via the following link: https://bit.ly/mediapembelajaran-teksnarasisejarah.   This Articulate Storyline-based learning media can be used as a learning media for teachers and students to support learning activities. This Articulate Storyline-based learning media can be used on all devices, whether on laptops/computers or smartphones, making it easier for teachers and students to learn anywhere and anytime. However, much local wisdom from the people of East Nusa Tenggara has yet to be integrated into this learning media. Therefore, future researchers can integrate more local wisdom values of East Nusa Tenggara in the learning media that will be developed.

4. CONCLUSION

The research and development carried out by researchers have produced a learning product in the form of Articulate Storyline-based learning media containing local wisdom values of East Nusa Tenggara in historical narrative text material for fifth-grade elementary school students. Researchers developed this learning media product through 4 stages: preliminary studies, product development, product validation, and field trials. Articulate Storyline-based learning media products are validated by experts and practitioners before being tested on students. Based on the validation results, experts and practitioners stated that the product qualifications were suitable for use and could be implemented or tested on students. The field trial results received positive assessments and responses from students regarding eight aspects of the assessment. It shows that the learning media products researchers have developed are very suitable for classroom learning activities, especially in learning historical narrative texts for fifth-grade elementary school students.

5. REFERENCES

Abidinsyah, A., Ramdiah, S., & Royani, M. (2019). Implementing local wisdom-based learning and HOTS-based assessment: Teacher survey in Banjarmasin. *JPBI (Jurnal Pendidikan Biologi Indonesia*, *5*(3), 407–414. https://doi.org/10.22219/jpbi.v5i3.9910.

Agustina, E. S. (2017). Pembelajaran Bahasa Indonesia Berbasis Teks: Representasi Kurikulum 2013. *AKSARA : Jurnal Bahasa Dan Sastra*, *18*(1), 84–99. https://doi.org/10.23960/aksara.

Arikunto, S. (2012). *Prosedur penelitian suatu pendekatan praktek*. Rineka Cipta.

Borg, W. R., Gall, M. D., & Gall, J. P. (2003). *Education Research*. Allyn and Bacon.

Budiyono, B. (2020). Inovasi Pemanfaatan Teknologi Sebagai Media Pembelajaran di Era Revolusi 4.0. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, *6*(2), 300. https://doi.org/10.33394/jk.v6i2.2475.

Daryanes, F., Darmadi, D., Fikri, K., & Sayuti, I. (2023). Heliyon The development of articulate storyline interactive learning media based on case methods to train students' problem-solving ability. *Heliyon*, *9*(4), e15082. https://doi.org/10.1016/j.heliyon.2023.e15082.

Dewi, I. N., Ibrahim, M., Poedjiastoeti, S., Prahani, B. K., Setiawan, D., & Sumarjan, S. (2019). Effectiveness of local wisdom integrated (LWI) learning model to improve scientific communication skills of junior high school students in science learning. *Journal of Physics: Conference Series*, *1157*(2). https://doi.org/10.1088/1742-6596/1157/2/022014.

Fearnley, M. R., & Amora, J. T. (2020). Learning Management System Adoption in Higher Education Using the Extended Technology Acceptance Model. *IAFOR Journal of Education*, *8*(2), 89–106. https://doi.org/10.22492/ije.8.2.05.

Fikri, A., Mahdum, M., & Isjoni, I. (2022). The Development of Local History Learning Model Based on Progressivism to Promote Historical Thinking Skills. *Ta'dib*, *25*(1), 105. https://doi.org/10.31958/jt.v25i1.5831.

Fox, B. A., & Thompson, S. A. (2010). Responses to Wh-questions in English conversation. *Research on Language and Social Interaction*, *43*(2), 133–156. https://doi.org/10.1080/08351811003751680

Ghozali, F. A., & Rusimamto, P. W. (2016). Pengembangan Media Pembelajaran Berbasis Articulate Studio'13 Kompetensi Dasar Arsitektur Dan Prinsip Kerja Fungsi Setiap Blok Plc Di Smk Negeri 1 Sampang. *Jurnal Pendidikan Teknik Elektro*, *5*(1), 223–228. https://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-teknik-elektro/article/view/13762.

Hadi, K., Dazrullisa, M., B., & Hasruddin. (2019). Integration of Local Wisdom and Problem Based Learning Model in the Innovation of Biology Teaching Materials for Senior High School Students in Aceh - Indonesia. *International Journal of Humanities, Social Sciences and Education*, *6*(1), 52–60. https://doi.org/10.20431/2349-0381.0601006.

Hanim, Z., Diana, R., Soe'oed, R., & Sallu, S. (2021). Interactive Learning Multimedia Development Using Articulate Storyline 2 on Plant Breeding Course in State Vocational School Loa Janan, East Kalimantan, Indonesia. *Psychology and Education Journal*, *58*(1), 5628–5636. https://doi.org/10.17762/pae.v58i1.2184.

Hasan, S. H. (2019). *Pendidikan Sejarah Untuk Kehidupan Abad Ke-21* (Vol. 2, Issue 2). Jurnal Pendidik Dan Peneliti Sejarah. https://doi.org/10.17509/historia.v2i2.16630.

Heliawati, L., Lidiawati, L., & Pursitasari, I. D. (2022). Articulate Storyline 3 multimedia based on gamification to improve critical thinking skills and self-regulated learning. *International Journal of Evaluation and Research in Education*, *11*(3), 1435–1444. https://doi.org/10.11591/ijere.v11i3.22168.

Ikbal, P. A. M. (2018). Manajemen Pengembangan Kompetensi Profesional Guru. *Jurnal Isema : Islamic Educational Management*, *3*(1), 65–75. https://doi.org/10.15575/isema.v3i1.3283.

Indriani, S. M., Artika, W. I., & Ningtias, W. R. D. (2021). Penggunaan Aplikasi Articulate Storyline Dalam Pembelajaran Mandiri Teks Negosiasi. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, *11*(1), 25–36. https://ejournal.upbatam.ac.id/index.php/cbis/article/view/400.

Irwan, I., Taufiq, M. A., & Fernando, R. (2020). A review of the integration of local wisdom in English language teaching in 5.0 society era. *Proceeding IAIN Batusangkar*, *1*(3), 143–148. https://ojs.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/view/2171.

Jenahut, K. S. (2017). Pengembangan Bahan Ajar Menulis Teks Eksposisi Berbasis Strategi Pemodelan Untuk Siswa Kelas X SMA. *NOSI*, *5*(4), 12. http://www.pbindoppsunisma.com/wp-content/uploads/2017/10/Ragil-Susilo.pdf.

Juhaeni, J., Safaruddin, S., & Salsabila, Z. P. (2021). Articulate Storyline Sebagai Media Pembelajaran Interaktif Untuk Peserta Didik Madrasah Ibtidaiyah. *Auladuna: Jurnal Pendidikan Dasar Islam*, *8*(2), 150. https://doi.org/10.24252/auladuna.v8i2a3.2021.

Juniantari, M., Santyadiputra, G. S., & Widyastiti, N. M. R. (2021). Pengembangan Media Pembelajaran Berbasis Articulate Storyline 3 Pada Mata Kuliah Asesmen dan Evaluasi Pembelajaran. *Briliant: Jurnal Riset Dan Konseptual*, *6*(3), 646. https://doi.org/10.28926/briliant.v6i3.715.

Keraf, G. (2010). *Argumentasi dan Narasi*. Gramedia Pustaka Utama.

Laila, A., Asri Budiningsih, C., & Syamsi, K. (2021). Textbooks based on local wisdom to improve reading and writing skills of elementary school students. *International Journal of Evaluation and Research in Education*, *10*(3), 886–892. https://doi.org/10.11591/ijere.v10i3.21683.

Legina, N., & Sari, P. M. (2022). Pengembangan Media Pembelajaran Interaktif Articulate Storyline Berbasis Keterampilan Berpikir Kritis pada Pembelajaran IPA bagi Siswa Sekolah Dasar. *Jurnal Paedagogy*, *9*(3), 375. https://doi.org/10.33394/jp.v9i3.5285.

Maure, O. P., & Jenahut, K. S. (2021). Pengaruh Model Pembelajaran Probing-Prompting Berbasis Etnomatematika Terhadap Prestasi Belajar Matematika Siswa. *Math Educa Journal*, *5*(1), 37–45. https://doi.org/10.15548/mej.v5i1.2504.

Miftah, M. (2015). Media Pembelajaran: Dari Konsepsi ke Utilisasi dan Permasalahannya. *Jurnal Kwangsan*, *3*(2), 135–145. https://doi.org/10.31800/jurnalkwangsan.v3i2.30.

Ningsih, N. M. (2018). Pembelajaran Bahasa Indonesia dalam Kurikulum 2013 berbasis Teks yang Berorientasi pada Pendekatan Saintifik. *Edukasi Lingua Sastra*, *15*(2), 31–42. https://doi.org/10.47637/elsa.v15i2.65.

Nissa, A. D. A., Toyib, M., Sutarni, S., Akip, E., Kadir, S., Ahmad, & Solikin, A. (2021). Development of Learning Media Using Android-Based Articulate Storyline Software for Teaching Algebra in Junior High School. *Journal of Physics: Conference Series*, *1720*(1). https://doi.org/10.1088/1742-6596/1720/1/012011.

Nugroho, F., & Arrosyad, M. I. (2020). Learning Multimedia Development Using Articulate Storyline for Students. *International Journal of Elementary Education*, *4*(4), 575–579. https://doi.org/10.23887/ijee.v4i4.27763.

Nurellah, A., Sumantri, M. S., & Purwanto, A. (2018). Analisis Penerapan Karakter Peduli Lingkungan Melalui Program Sekolah Berbasis Alam. *Jurnal Sosial Humaniora*, *9*(2), 90. https://doi.org/10.30997/jsh.v9i2.1206.

Nurmalasari, W. (2022). Analisis Kemampuan Berpikir Kreatif Dalam Karangan Teks Narasi Siswa Kelas V Sekolah Dasar. *TANGGAP : Jurnal Riset Dan Inovasi Pendidikan Dasar*, *2*(2), 129–137. https://doi.org/10.55933/tjripd.v2i2.424.

Pornpimon, C., Wallapha, A., & Prayuth, C. (2014). Strategy Challenges the Local Wisdom Applications Sustainability in Schools. *Procedia - Social and Behavioral Sciences*, *112*, 626–634. https://doi.org/10.1016/j.sbspro.2014.01.1210.

Rispan, R., & Sudrajat, A. (2019). Integrasi Nilai-Nilai Kearifan Lokal Kalosara dalam Pembelajaran Sejarah di SMA sebagai Penguatan Karakter Siswa. *Jurnal Pendidikan Sejarah*, *8*(2), 148–169. https://doi.org/10.21009/jps.082.04.

Sanjaya, W. (2012). *Perencanaan dan Desain Sistem Pembelajaran* (5th ed.). Kencana.

Sari, R. K., & Harjono, N. (2021). Pengembangan Media Pembelajaran Interaktif Berbasis Articulate Storyline Tematik Terhadap Minat Belajar Siswa Kelas 4 SD. *Jurnal Pedagogi Dan Pembelajaran*, *4*(1), 122. https://doi.org/10.23887/jp2.v4i1.33356.

Setiawan, Innatesari, D. K., Sabtiawan, W. B., & Sudarmin, S. (2017). The development of local wisdom-based natural science module to improve science literation of students. *Jurnal Pendidikan IPA Indonesia*, *6*(1), 49–54. https://doi.org/10.15294/jpii.v6i1.9595.

Setyosari, P. (2015). *Metode Penelitian Pendidikan & Pengembangan*. Prenadamedia Group.

Shufa, N. K. F. (2018). Pembelajaran Berbasis Kearifan Lokal Di Sekolah Dasar : Sebuah Kerangka Konseptual. *Inopendas Jurnal Ilmiah Kependidikan*, *1*(1), 48–53. https://doi.org/https://doi.org/10.24176/jino.v1i1.2316.

Sugiyono. (2015). *Meode Penelitian & Pengembangan: Research and Development*. Alfabeta.

Taufan, M. Y. (2022). Professional Development of Teachers, Competencies, Educational Facilities and Infrastructure on Teacher Performance and Learning Achievement of High School Students in Makassar City. *Golden Ratio of Social Science and Education*, *2*(1), 24–38. https://doi.org/10.52970/grsse.v2i1.168.

Toharudin, U., Kurniawan, I. S., & Fisher, D. (2021). Sundanese traditional game "Bebentengan" (Castle): Development of learning method based on sundanese local wisdom. *European Journal of Educational Research*, *10*(1), 199–209. https://doi.org/10.12973/EU-JER.10.1.199.

Vallori, A. B. (2014). Meaningful Learning in Practice. *Journal of Education and Human Development*, *3*(4), 199–209. https://doi.org/10.15640/jehd.v3n4a18.

Zubair, S. (2015). Pengembangan Media Pembelajaran Berbasis Software Macromedia Flash 8 dan Power Point Pada Materi Pokok Asam Basa. *Jurnal Pendidikan Fisika*, *3*(2), 130–136. https://doi.org/10.24252/jpf.v3i2.3733.

Zuriah, N., Sunaryo, H., & Yusuf, N. (2016). IbM Guru Dalam Pengembangan Bahan Ajar Kreatif Inovatif Berbasis Potensi Lokal. *Dedikasi*, *Vol. 13*, 39. https://doi.org/https://doi.org/10.22219/dedikasi.v13i0.3136.