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Articulate Storyline 3 Interactive Media to Increase Learning Interest and Activeness of Fifth Grade Elementary School Students

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ABSTRAK

Materi pembelajaran di kelas V sekolah dasar mulai mencakup hal yang abstrak. Tingkat minat belajar dan keaktifan peserta didik masih rendah. Penelitian ini bertujuan menciptakan media interaktif articulate storyline 3 yang layak dan efektif. Jenis penelitian yang digunakan adalah penelitian dan pengembangan (RnD) yang berdasar dari model yang dikembangkan oleh Borg dan Gall dengan sepuluh tahapan. Subjek penelitian melibatkan peserta didik kelas V sekolah dasar dengan jumlah 105 peserta didik. Metode pengumpulan data melalui, wawancara, observasi dan angket. Media interaktif diuji melalui uji coba awal, diperluas, dan operasional. Efektivitas media interaktif dianalisis menggunakan quasi experiment pada kelas eksperimen dan kontrol. Hasil penelitian menunjukkan bahwa skor uji validasi produk media interaktif berdasarkan ahli materi dengan kategori sangat layak dan skor validasi oleh ahli media dengan kategori sangat layak. Hasil penelitian menunjukkan media interaktif terdapat perbedaan ssecara signifikan antara kelas eksperimen dan kelas kontrol. Berdasarkan data yang diperoleh, media interaktif articulate storyline 3 telah memenuhi kriteria layak dan efektif untuk digunakan dalam pembelajaran kelas V sekolah dasar. Implikasi penelitian ini dapat digunakan sebagai salah satu acuan guru dalam memilih aplikasi yang dapat digunakan dalam mengembangkan media interaktif.

ABSTRACT

Learning material in grade V elementary school begins to cover abstract matters. Students' level of interest in learning and activeness still needs to be higher. This research aims to create interactive media to articulate storyline 3 that is feasible and effective. The type of research used is research and development (RnD), based on the model developed by Borg and Gall with ten stages. The research subjects involved 105 grade V elementary school students. Data collection methods include interviews, observations and questionnaires. Interactive media is tested through initial, expanded, and operational trials. The effectiveness of interactive media was analyzed using a quasi-experiment in the experimental and control classes. The research results show that the validation test scores for interactive media products based on material experts are in the very feasible category, and the validation scores by media experts are in the very feasible category. The research results showed that there were significant differences in interactive media between the experimental class and the control class. Based on the data obtained, the interactive media Articulate Storyline 3 meets the appropriate and effective criteria for fifth-grade elementary school learning. The implications of this research can be used as a reference for teachers in choosing applications that can be used in developing interactive media.

1. INTRODUCTION

Education has an important role for a nation in the era of industrial change 4.0. Advances in science and technology have an impact on various fields, one of which is education. The role of education is to prepare quality human resources to be competent in the progress of the times. The rapid progress of science and technology makes the world seem limitless, so it is necessary to improve the quality of education to form independent and high-quality human resources (Biassari et al., 2021; Kholifah et al., 2021; Uno & Mohamad, 2022). Teachers have a dual role during the learning process. Teachers are not only facilitators

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but also act as motivators to stimulate students' interest in learning (Diani & Sukartono, 2022; Hajar & Putra, 2021). This role as a motivator is very important.Motivation is one of the psychological aspects that influences classroom learning. Students who have the intention to move or have the desire to achieve a learning achievement because of their motivation to learn (Wulansari & Manoy, 2021). Students who have motivation to learn will certainly show interest in learning and activity during the learning process. Motivated to carry out an activity with peers so that curiosity arises about information and looks for ways to obtain that information.

Active learning involves students' activities, both physical and mental, which are involved in large portions during the learning process (Rikawati & Sitinjak, 2020; Rusman, 2018; Sholihah & Hidayati, 2018). Students will build their understanding through learning activities. Student activity is influenced by learning motivation, seriousness, and the tools used during the learning process (Arifin et al., 2018; Trostinskaya et al., 2020). Students' activeness during teaching and learning activities with teachers and peers will form a learning experience. The characteristics of active students are asking questions, seeking information, being able to explain, having the courage to express opinions, and being challenged to think (Effendi, 2016; Rikawati & Sitinjak, 2020). Indicators of student activity in the learning process include enthusiasm in participating in learning, asking questions, answering questions to solve a problem, collaborating, expressing opinions, and expressing concern (Nurhayati, 2020; Rikawati & Sitinjak, 2020). Learning that is centered on students will stimulate learning situations that activate students to want to think and build their understanding. Interaction with teachers and peers will help unleash all the potential you have and complement the information received.

Based on the results of observations of teaching and learning activities carried out in 5 (five) elementary schools in cluster III Kapanewon Wonosari, Gunungkidul, the average interest in learning is still low. It can be seen that during the learning process the students were joking with their friends, putting their heads on the table, when asked by the teacher they were silent, talking about other activities, and some were playing with chairs or pencils. Classroom learning does not appear effective and teachers often remind students to pay attention. The results of interviews with teachers and students showed that learning was less interesting because it was boring, dominated by the lecture method, lack of understanding of the material presented, and required a learning medium. This is not in line with previous research which states that students who have an interest in learning have the benchmarks of a feeling of interest and enjoyment in learning, active participation, a tendency to pay attention and great concentration, have a positive feeling and an ever-increasing willingness to learn, and are comfortable when studying. learn, and have the ability to decide related to the learning process (Ria Yunitasari & Hanifah, 2020). In fact, students' disinterest and passivity in participating in learning affects students' activeness in the learning process. Activeness is not visible in students during learning. Students are more seen talking to their friends but discussing things outside of learning, communication with the teacher is not discussing learning material but is only related to additional assignments. When students are given the opportunity to ask questions about understanding the material, students just remain silent. Students are also given the opportunity to express opinions and conclusions from the material that has been presented, but students do not use this opportunity. Students appear passive because the learning process is dominated by the teacher. Students are less enthusiastic and tend to be more silent when they find assignments that are considered difficult, too much reading or writing and material that is difficult to understand. This situation is not in line with previous research that is an indicator of student activityask, answer questions, and express opinions (Rikawati & Sitinjak, 2020).Teachers deliver material by sticking to textbooks and printed student worksheets. This teaching material is a companion for teachers in teaching every day. The use of learning media is very minimal, teachers have not even used learning media that are interesting and fun for students. Therefore, teachers and students need learning media that can help students understand the material and assist teachers in conveying information.

Learning media is in the form of interactive hardware or software that can make it easier for teachers to manipulate abstract material into concrete and complicated into complex and makes it easier for students so that the learning process is more effective and efficient (Puspitarini & Hanif, 2019; Susanti, 2023). Learning media that is attractive to students is media that is close to students and reduces boredom so that it is hoped that it can attract interest in learning and activate students. Interactive learning media developed and equipped with audio, visuals and animation so that it can make it easier to convey information, present information more interestingly, and make it easier for students to understand the teaching material (Maula & Fatmawati, 2020; Tri & Yanto, 2019). Learning media helps students to carry out learning activities. The learning process that utilizes interactive media can increase students' understanding, show student interaction and communication, can motivate and increase activeness when learning and students' learning progress (Amdah et al., 2020; Marques et al., 2018). Interactive media will help students to improve learning outcomes.The benefits of interactive media are helping students

visualize, overcoming limitations of space, time and sensory abilities, concretizing abstract concepts, solving complex problems, increasing understanding effectively, increasing learning experiences, and stimulating students to learn and unite perceptions (Degner et al., 2022; Wirjawan et al., 2020). Interactive media is effective in strengthening students' material, increasing intrinsic motivation, problem solving skills, can be used as a learning resource so that students can learn independently, and facilitates each student's learning style (Patricia & Zamzam, 2021; Wang et al., 2018).

Based on previous research, learning using media can increase enthusiasm for learning, increase students' learning activities, interest, foster stimulation and motivation to learn and have a psychological influence on students so that teachers can maximize the use of technology available at school (Balqis et al., 2021; Geni et al., 2020; Jubaerudin et al., 2021). The advantage of interactive media using the Articulate Storyline 3 application is that it hasfeatures such as images, movies, characters,easy trigger function (button navigation), there is no code system so it is easy to use the navigation buttons, and the products from this application can be used both online and offline and can be operated on mobile phones, laptops or computers (Jubaerudin et al., 2021; Rianto, 2020). The advantage of learning using interactive media using Articulate Storyline 3 is that it also makes it easier for students to choose the material or learning they want. For example, students do not want to see videos in interactive media, so students can immediately select the material button to read the next material. Students can easily carry out the desired learning activities. Read material, watch videos, or work on prepared challenges. These advantages support the development of a learning media that is able to attract attention and demand student activity. This research aims to create interactive media articulate storyline 3 to increase learning interest and activeness of grade V elementary school students.

2. METHOD

This research uses the research and development model from Borg & Gall. Research and Development (RnD) research method is a research method that produces certain products and tests the effectiveness of these products. The product produced in this research is an interactive learning media articulate storyline 3 for children aged 10-12 years. The research subjects involved were teachers and students of class V at SD Negeri Piyaman I, SD Negeri Piyaman II, SD Negeri Piyaman III, SD Negeri Kajar, and SD Muhammadiyah Piyaman. The model used went through 10 development steps with three trials (Borg & Gall, 1983). These development steps are information gathering, planning, initial product development, initial field trials, trial revisions, expanded field trials, trial revisions, operational field trials, product revisions, as well as dissemination and implementation. The research steps are presented in Figure 1.

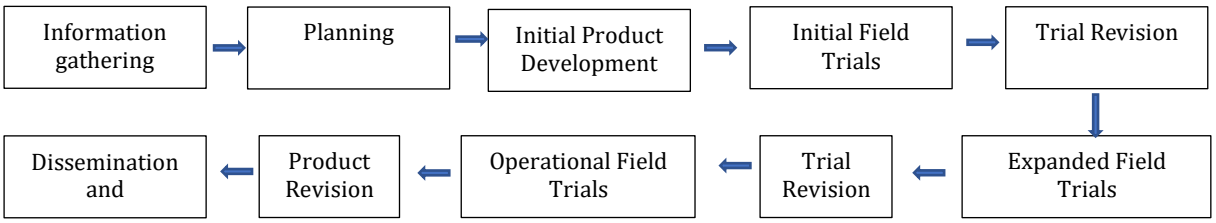

Figure 1. Research Steps

Based on Figure 1, the first step in research is collecting information about learning problems in the classroom. Information was collected by observing and interviewing teachers and students. The next step is to create a product development plan followed by initial product development steps with interactive media products. The initial finished product was carried out in initial field trials to obtain input from users involving 6 students. Revisions to product trials are carried out after users provide input regarding interactive media. After revisions, the interactive media product underwent an expanded field trial involving 12 students. The next step is to revise the product trial again. The revised results of the field trials were expanded and then operational field trials were carried out in two groups, namely the experimental class involving 41 students and the control class involving 46 students. The latest product revision is the next step to obtain interactive media that can be used in learning. The final step is dissemination and implementation. The feasibility of interactive media is obtained from validation by material experts and media experts in the initial product development stage.The interactive media applications that have been created are then validated by experts, namely material experts and media experts. Interactive media development is assessed based on the quality of the learning media. Good learning media includes two

aspects that must be included in it, namely the content aspect and the appearance aspect (Surjono, 2017). Interactive media feasibility instrument articulate storyline 3 can be seen in Table 1 and Table 2.

Table 1. Content Expert Interactive Media Eligibility Grid

Aspect	Indicator
Contents	Suitability of material with Core Competencies Conformity of material with Basic Competencies Competence of teaching materials with lesson objectives Material accuracy Material completeness Clarity of descriptions of teaching materials Presentation of teaching material Language Clarity Instructions for use Suitability of material with media

Table 2. Media Expert Eligibility Grid

Aspect	Indicator
Appearance	Theme suitability Layout Color Text Videos Picture Navigation

The effectiveness of interactive media is obtained from the learning interest questionnaire data filled out by students and the student activity instruments observed by the teacher. Test the effectiveness of students' learning interest and activeness using SPSS starting from the normality test, homogeneity test, test independent sample t-test, and test paired sample t-test. Guidelines for observing student activity and learning interest questionnaires are presented in Table 3 and Table 4.

Table 3. Learning Interest Grid

Indicator	Sub Indicator
Interest	Feel interested when learning
Happiness	Happy to do assignments
Concentration	Focus on learning activities
Notice	Pay attention to the explanation of the material
Self-confident	Do tasks with confidence
	Be confident when learning

Table 4. Student Activity Observation Grid

Indicator	Sub Indicator
Able to ask	Able to ask the teacher when you encounter difficulties
	Able to ask students who understand the material better
Able to answer questions	Able to answer questions given by the teacher
Able to communicate the results of his understanding	Able to communicate his opinion
	Able to communicate learning conclusions

3. RESULT AND DISCUSSION

Result

Based on the research and development steps described previously, the first step taken was to collect information through interviews with teachers and students regarding needs during the learning process in the classroom, the result of which was that teachers and students needed teaching aids in the

form of interactive media on the theme of our friend's environment. The availability of facilities and infrastructure such as laptops and computers in schools can support innovation by developing learning media, but teachers have not used them optimally. Teachers still use simple visual aids such as pictures, as a result there is no direct communication between students and the visual aids. Observations are also carried out during teaching and learning activities and on the curriculum being implemented. The curriculum used is still the 2013 curriculum with demands that activeness when studying is very important to find information. The planning step is a follow-up to the information collection that has been carried out, namely by analyzing the curriculum by determining basic competencies, formulating indicators and learning objectives. The material chosen is the use of natural resources related to economic activities in daily activities. This material was chosen because it is still abstract even though children already carry out these activities in their daily lives. Apart from that, researchers also formulate the objectives of the research to be carried out.

The second stage is product development which begins with creating flowcharts and storyboards, creating learning plans, and collecting material. A flowchart is an illustration of the flow to enter the menus of the media to be created, a storyboard is a visualization and description in written form of an idea about the media being developed. At this stage, the researcher created an activeness observation instrument and a learning interest questionnaire. The collection of materials is adjusted to the learning objectives that have been created. This material will be included in interactive media applications. The Flowchart and Storyboard design stages are carried out so that when interactive media is developed it is more focused. This product development stage was created using Articulate Storyline 3 software. Initial product design included product validation by material experts and media experts to obtain media suitability. The assessment results from the validator are presented in Table 5 and Table 6.

Table 5. Material Expert Assessment Results

Aspect	Indicator	Score
Contents	Suitability of material with Core Competencies	4
	Conformity of material with Basic Competencies	4
	Competence of teaching materials with lesson objectives	5
	Material accuracy	4
	Material completeness	4
	Clarity of descriptions of teaching materials	5
	Presentation of teaching material	5
	Language Clarity	5
	Instructions for use	4
	Suitability of material with media	5
Total Score		**45**

Table 6. Media Expert Assessment Results

Aspect	Indicator	Score
Appearance	Theme suitability	9
	Layout	15
	Color	8
	Text	10
	Videos	9
	Picture	9
	Navigation	10
Total Score		**70**

Based on Table 5, the score obtained from the validator is 45 out of a total score of 50 in the very feasible category. Suggestions from experts are that the sentence structure pattern needs to be revised and several connecting words added so that sentences are easy to understand. Based on Table 6, media expert validation gives a score of 70 out of a total score of 75 with a very decent category. Suggestions from experts are the combination of colors in the background, text and background, layout of text and images, several menus that need to be combined, and video and image sources that need to be included. Several differences in the appearance of interactive media using Articulate Storyline 3 before and after revision are presented in Figure 2.

Before Revision **After Revision**

Learning menus.

Some menus are combined

The animation and background do not match the material.

Animations and backgrounds are adjusted to the material.

Photo and video sources have not been included.

Inclusion of photo and video sources.

Figure 2. Revision of Product Appearance Based on Media Experts

The third stage is product testing. Product trials were carried out three times, initial, expanded and operational product trials. The product testing stage involves students with heterogeneous abilities. The initial field trial involved 6 class V students using school laptops. In this trial phase, the teacher observes students' activity during learning and students fill out a learning interest questionnaire after finishing using interactive media. Both instruments were filled out to compare before and after learning using interactive media. The results of the activeness and interest in learning instruments are presented in Figure 3.

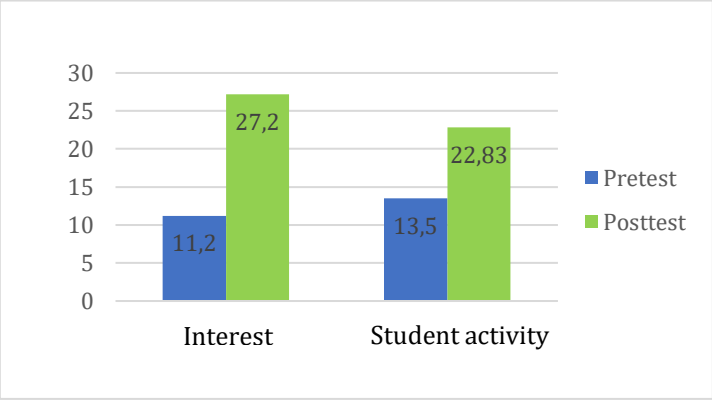

Figure 3. Results of the Initial Trial Interest and Activeness Scale

Based on Figure 3, it shows that the average score for interest in learning at the beginning was 11.2, increasing to 27.2 and the average score for students' activeness before using interactive media was 13.5 to 22.83. All students experienced increased interest in learning and activeness after learning using interactive media. Before continuing with further testing, input from users is used as product revision. Expanded field trials were conducted after the product was revised. This trial involved 12 students. The learning interest instrument is filled in by students and active observation is filled in by the teacher. The results of the expanded field trial are presented in Figure 4.

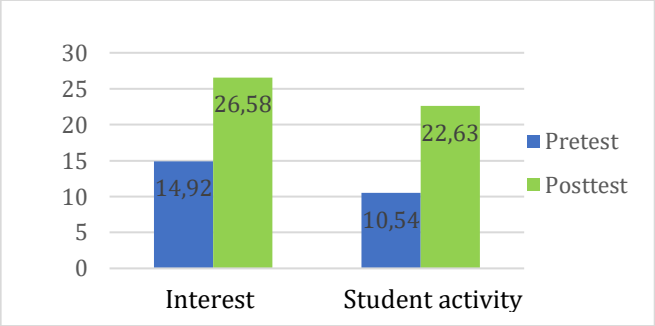

Figure 4. Results of the Expanded Trial Interest and Activeness Scale

Based on Figure 4, it shows that the average score for interest in learning at the beginning was 14.92, increasing to 26.58 and the average score for students' activeness before using interactive media was 10.54 to 22.63. All students experienced increased interest in learning and activeness after learning using interactive media. The next stage is when input from users is used as product revision. The next testing stage was an operational trial involving two groups, namely the experimental class involving 41 students and the control class involving 46 students. The learning interest questionnaire and the results of observations of student activity in operational trials were tested for effectiveness using SPSS. Before the effectiveness test is carried out, it is necessary to carry out prerequisite tests, namely through normality tests and homogeneity tests. The data normality test was carried out using one sample Kolmogrov-Smirnov which is presented in Table 7.

Table 7. Normality Test Results of Students' Learning Interest and Activeness

Data	Class	Kolmogrov-Smirnov Statistics		Sig. (p)		Condition	Note
		Interest to learn	Student Activeness	Interest to learn	Student Activeness		
Pretest	K. Experiment	0.131	0.087	0.074	0.188	p>0.05	Normal
	K. Control	0.113	0.090	0.200	0.062		
Posttest	K. Experiment	0.113	0.093	0.200	0.075	p>0.05	Normal
	K. Control	0.108	0.080	0.200	0.190		

The normality test is used to determine whether the data collected comes from samples with a normal distribution or not. The condition that the data group has a normal distribution is measured through a significance of p>0.05, so H0 is accepted and comes from normal data. If the significance is p<0.05 then H0 is rejected and comes from data whose sample is not normally distributed. Based on table 7, it is known that students' interest in learning and activeness in both pretest and posttest in the control class and experimental class has a significance of >0.05, which means the data is normally distributed. Next, a homogeneity test was carried out on the data obtained. The results of the homogeneity test of learning interest and student activity are presented in Table 8.

Table 8. Results of the Homogeneity Test of Learning Interest and Student Activeness

Data	Group	Sig. (p)	Condition	Note
Initial Learning Interest (Pretest)	K. Experiment K. Control	0.112	p>0.05	Homogeneous
Final Learning Interest (Posttest)	K. Experiment K. Control	0.578	p>0.05	Homogeneous

Data	Group	Sig. (p)	Condition	Note
Initial Activity	K. Experiment K. Control	0.888	p>0.05	Homogeneous
Final Liveliness	K. Experiment K. Control	0.069	P>0.05	Homogeneous

The homogeneity test aims to find out whether the data has the same variance in one group. The homogeneity test was calculated using the one-way ANOVA test. Based on Table 8, in the experimental class and control class, data was obtained that the significance of students' interest in learning and activeness was more than 0.05, which means the data in each group was homogeneous. Data prerequisite tests have been met, followed by independent t-test and paired t-test. The results of the independent t-test on students' interest in learning and activeness are presented in Table 9.

Table 9. Independent T-Test Results Of Students' Learning Interest And Activity

Data	Group	Sig. (p)	Condition	Note
Initial Learning Interest (Pretest)	K. Experiment K. Control	0.948	p>0.05	H_o accepted
Final Learning Interest (Posttest)	K. Experiment K. Control	0,000	P<0.05	H_o was rejected
Initial Activity (Before)	K. Experiment K. Control	0.661	p>0.05	H_o accepted
Final Activity (After)	K. Experiment K. Control	0.020	P<0.05	H_o was rejected

The results of the independent sample t-test above show that the initial learning interest (pretest) has a significance value of 0.948. This value is greater than 0.05 so H_o is accepted, meaning there is no significant difference in initial learning interest in both the experimental and control classes. The results of the independent sample t-test on final learning interest (posttest) have a significance value of 0.000. This value is smaller than 0.05 so H_o is rejected and H_a is accepted. The conclusion that can be drawn is that there is a significant difference in the learning interest of students who learn using the interactive media Articulate Storyline 3 in the experimental class and the learning interest of students who learn using Power Point in the control class.

The results of the independent sample t-test on initial student activity (before using interactive media) had a significance value of 0.661. This value is greater than 0.05 so H_o is accepted, meaning there is no significant difference in the activity of initial students in both the experimental and control classes. The results of the independent sample t-test on final student activity (after using interactive media) have a significance value of 0.000. This value is smaller than 0.05 so H_o is rejected and H_a is accepted. The conclusion that can be drawn is that there is a significant difference in the activity of students who learn to use the interactive media Articulate Storyline 3 in the experimental class and the activity of students who learn to use Power Point in the control class. Next, test the paired sample t-test or paired t-test. This t-test was also carried out on students' learning interest and activity. The results of the paired t-test on students' learning interest and activity are presented in Table 10.

Table 10. Paired T-Test Results Of Students' Learning Interest and Activity

Data	Sig. (p)	Condition	Note
Experimental Class Learning Interests	0.000	p<0.05	H_o was rejected
Activeness of Experimental Class Students	0.000	p<0.05	H_o was rejected

The paired sample t-test was also carried out in the experimental class, the aim was to determine whether there was an increase in students' interest in learning and activeness before and after using interactive media using Articulate Storyline 3. Based on the data above, it shows that the significant value of learning interest in the experimental class was 0.000 . This significant value is less than 0.05, which means H_o is rejected or Ha is accepted. The conclusion from the paired sample t-test is that there is a significant increase in students' interest in learning after learning using the interactive media Articulate Storyline 3. Data on the significant value of activeness of experimental class students also shows 0.000. This significant value is less than 0.05, which means H_o is rejected or H_a is accepted. The conclusion from the paired sample

t-test is that there is a significant increase in student activity after learning using the interactive media Articulate Storyline 3.

Discussion

The product produced in this research and development is interactive media using Articulate Storyline 3 used in classroom learning. Interactive media was developed to increase interest in learning and activate students while studying. Interactive media has gone through a feasibility test because it has been validated by material experts and media experts. Suggestions and input from the two experts have been used as a reference by researchers in revising interactive media. Articulate Storyline is a sophisticated application that can be used to create interactive media (Martin & Betrus, 2020). This sophistication can be used by teachers to create various interesting interactive media. Other research reveals that interactive media uses Articulate Storyline 3, which is software that can be used as learning media which is facilitated by a simple menu and makes it easy for users to create it, can be published online or offline (Jubaerudin et al., 2021; Rahmi, 2019). The facilities in the articulate storyline 3 software have features such as images, films, characters and so oncan be distributed via the webso that it can be presented in an interactive and innovative format (Sindu et al., 2020). These facilities are popular and close to students and can be equipped in the development of interactive media. Besides that, in Articulate Storyline 3 there are publication formats including Articulate Storyline online, html5, LMS, CD (offline), and word so that the results are effective, comprehensive and interactive (Rahmi, 2019; Sari & Harjono, 2021; Setyaningsih et al., 2020).

Learning media is very helpful for teachers and students. The development of interactive media can be optimized by teachers to carry out innovations in every time they plan an interesting lesson. Interest in learning will influence learning outcomes and student activity is evidence of the emergence of interest in learning in students. Elementary school age children enjoy learning through activities so the activities carried out while studying will help provide direct experience.Interest is a person's drive to be curious, attract attention, and have the energy to be involved in obtaining and learning information quickly (Purcell et al., 2020; Stellmacher et al., 2020). The energy that emerges is one of the strengths within a person to carry out learning activities. A person's desire to focus and change behavior by seeking knowledge is a manifestation of the psychological aspect called interest in learning (Nurtjahjanti et al., 2021; Trygu, 2021). Interest arises because it is influenced by internal factors, namely factors that arise from the psychological aspects of students and external aspects, namely environmental factors such as family, the way teachers teach, the media used, or peers (Sutrisno, 2021; Wiradarma et al., 2021). Parents influence a person's awareness of seeking information. Teachers, learning media, and peers are factors found in schools. There are benchmarks used to measure interest in learning, including a feeling of enjoyment, awareness of learning without orders, active participation of students, paying attention, and courage in making decisions (Septiani et al., 2020; R Yunitasari & Hanifah, 2020). Psychological aspects are used by teachers as a reference in dealing with students in the learning process. This aspect needs to be prepared carefully to create meaningful and enjoyable learning. So, teachers as companions in student learning, must be able to create a conducive learning atmosphere.

This finding is strengthened by previous research findings stating that the interactive learning media articulate storyline 3 in thematic learning with the theme of my experience is feasible and valid to use (Rahmi, 2019). Interactive multimedia based on articulate storyline material on the application of Pancasila values is suitable for use (Pratama & Batubara, 2021). Articulate storyline as an interactive learning media for students (Juhaeni et al., 2021). Android-based interactive learning media for correspondence subjects using articulate storyline 3 is feasible and valid to use (Rohmah & Bukhori, 2020). Several conveniences obtained in the Articulate Storyline 3 application, such as character and image features, can help teachers to develop interactive media that is close and interesting to students. Interactive media that can be published online and offline will also make it easier for interactive media to be used for learning anywhere without being tied to the internet network. The ease of downloading media either on a device or laptop can also make it easier to study at any time.Implications of this researchcan be used as a reference for teachers in choosing applications that can be used in developing interactive media.

4. CONCLUSION

The interactive media Articulate Storyline 3 is suitable to be used to increase students' interest in learning and activeness according to material experts and media experts. Based on effectiveness tests calculated using SPSS, the interactive media Articulate Storyline 3 is effectively used to increase students' interest in learning and activeness in class V elementary school learning. The suggestion from this research is that interactive media can be used optimally using both laptops and devices owned by students so that learning can be carried out flexibly both at school and at home.

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