Development of Interactive Media Articulate Storyline Loaded with Local Wisdom to Enhance Understanding of Main Ideas in Elementary Schools

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Abstract: This study aims to develop interactive media Articulate Storyline loaded with local wisdom to enhance students' understanding of main ideas. The research model used is the research and development model by Sugiyono. This research was conducted at SDN Ngaliyan 03 and SDN Ngaliyan 05 in Semarang City, Central Java, with 6 students as samples for limited testing and 26 students for usability testing. The research instruments used include test and non-test techniques such as questionnaires, interviews, pretests and posttests, as well as documentation. This research employs both qualitative and quantitative data analysis methods. The technique for qualitative data analysis involves suggestions and feedback from media or material experts. Meanwhile, the quantitative data analysis uses parametric data analysis techniques such as normality tests, t-tests, and N-Gain tests. The research results show that the validation of material feasibility received a score of 88% and media experts 82%. Thus, the interactive media Articulate Storyline loaded with local wisdom is declared very feasible. In addition, the average improvement in pretest and posttest results shows an increase of 43.23. This means there is a difference before and after using the interactive media Articulate Storyline loaded with local wisdom. The N-Gain percent test results show a percentage of 76.83%. Research findings indicate that the use of interactive media Articulate Storyline combined with local wisdom is highly feasible and effective in enhancing students' understanding of the main idea.

Introduction

Indonesian is one of the mandatory subjects that must be studied at all levels of education, including elementary school Indah Mafazatin Nailiah and Erwin Rahayu Saputra (2022). In Indonesian language learning, there are four aspects that students need to master, namely listening, reading and viewing, speaking, and writing (Kemendikbudristek, 2023). Reading is one of the aspects that students need to master, and reading comprehension is an essential skill required in elementary school (E. Y. Lestari et al., 2022). Reading comprehension is the activity of explicitly and implicitly understanding the content of a reading text by involving knowledge (Pratama, 2022). To understand the reading, students must comprehend the text thoroughly. (Rohmah, 2021) states reading comprehension is the key to educational success. Because the better the reading comprehension skills of the students, the better the students' learning outcomes.

The learning media used by teachers must also support the students' high reading comprehension ability. Learning media can help students develop their reading comprehension skills Delgado and Salmerón (2021). Learning media are instruments or resources that can convey material in the learning process (Mujiwati et al., 2022). One of the

most important elements to help achieve learning objectives is learning media. Therefore, an educator must have the ability to use appropriate learning media during the learning process (Budiyono, 2020).

Especially in the era of digitalization, where technological advancements in the field of education have been progressing rapidly. According to (Daryanes et al., 2023), technological advancements can be used to create new innovations in the field of education, one of them as a means of learning media. Interactive learning media is a form of educational resource that can be enhanced through the use of technology (Kus Eddy Sartono et al., 2022). According to Ariadiny and Bektiningsih (2023), Articulate Storyline is a software that can be effectively used to create interactive learning media. Teachers can utilize this tool to present material with engaging media (Donnellan, 2021). Husna and Fajar (2022) share a similar perspective, noting that, like PowerPoint, Articulate Storyline is an interactive tool for creating learning media, but it offers more advanced and user-friendly features. The output from Articulate Storyline media can be in the form of a website (HTML5), .swf format, LMS, exe, or application.

The interactive media platform Articulate Storyline promises to be an innovative tool in education, especially for enhancing the quality of learning in the digital era. This versatile tool allows educators to present content through engaging visualizations, generating output in HTML format that can be easily accessed on tablets, smartphones, and laptops (Inayah et al., 2023). Thus, it can facilitate access for its users. In addition, the media can also involve students in directly studying learning materials with learning resources Legina and Sari (2022). Thus, its easy, interactive, and engaging use can provide students a good and enjoyable learning experience (Hafiedz et al., 2023). Furthermore, the interactive capabilities of Articulate Storyline facilitate a deeper understanding of lesson material for students. Research by Kurniawati et al., (2024) supports this claim, indicating that the digital learning media offered by Articulate Storyline can significantly improve students' comprehension of poetry. The same research was also conducted by Maulita and Saputra (2023), which showed that the development of Articulate Storyline interactive media can be used to improve students' understanding of material.

An interview with a fourth-grade teacher at SDN Ngaliyan 05 in Semarang City, Central Java, revealed a significant issue: students' reading comprehension skills regarding main ideas are low. Students have difficulty understanding reading texts, so they are not yet able to identify the main ideas contained in those texts. Students also cannot distinguish between the main idea at the beginning of a paragraph and the main idea at the end. As a result, students' cognitive learning outcomes in the main idea material became very low. The results of the daily test on the main idea material show that 62% or 16 out of 26 students scored below the minimum learning completeness criteria. Meanwhile, 38% or 10 other students have already met the minimum learning criteria. This statement is supported by the opinion of (Sasmita et al., 2023), who state that in Indonesian language learning on the main idea material, the obstacles that often occur for students are difficulties in understanding and finding the main idea in paragraphs.

The cause of the students' low reading comprehension skills is the limited use of learning media. The interview results show that teachers only rely on books and educational videos from YouTube as the main media for delivering the material. The use of conventional media, such as books and educational videos from YouTube, limits teachers in delivering learning materials, ultimately affects students' understanding of the material, their interest in learning, and their academic performance Kurnia Sari and Harjonos (2021). This is because

using conventional media makes the learning atmosphere less engaging, non-interactive, and monotonous. As a result, students become less motivated to learn.

About this matter, there is a need for learning media that is interesting, enjoyable, interactive, and technology-based, relevant to the developments in the world of education in the digital era. Interactive Articulate Storyline media can be an innovation that can solve the reading comprehension problem of the main idea material. According to research by Adam and Mulyani, (2023), students' cognitive learning outcomes and understanding of the subject matter can both be improved with the interactive learning tool Articulate Storyline. The interactive Articulate Storyline media is designed with a visually appealing interface and offers a variety of engaging features, including navigation buttons and quizzes. These elements significantly enhance students' direct engagement with the material they are studying (Hidayah et al., 2023). Thus, students will find it easier to learn and understand the lesson material.

The interactive media Articulate Storyline will be developed by incorporating local wisdom into the study material. According to (Meilana and Aslam, 2022), developing learning tools based on local wisdom can provide added value, as it can connect the material with the local environment around the students. Incorporating local wisdom into the media can bridge the gap between theoretical concepts and everyday life, facilitating a deeper understanding of the lessons for students. Local wisdom itself can be defined as the traditional cultural wisdom of an ethnic group (Sb et al., 2021). The interactive media Articulate Storyline showcases the richness of local cultural wisdom of Semarang City. Using media loaded with local wisdom allows students to learn and understand the material academically and about the local wisdom of their ancestral culture (Hermawan et al., 2023).

However, interactive media Articulate Storyline loaded with local wisdom has not yet been widely found in the teaching of the main idea in Indonesian language lessons. Research by Jenahut and Lake (2023) emphasizes the development of Articulate Storyline learning media loaded with local wisdom used in teaching historical narrative texts to elementary school students. The same was done by the research of Masrifah and Setyasto (2024), emphasizes that the interactive media Articulate Storyline is used in IPAS learning in elementary schools. Therefore, this study aims to create interactive media using Articulate Storyline, loaded with local wisdom. The development is expected to enhance students' understanding of the main ideas while also addressing the limitations of existing media usage.

Research Method

This research uses a research and development (R&D) framework, specifically the model proposed by Sugiyono (2021). This model includes ten key steps: (1) identifying potential and problems; (2) collecting data; (3) designing the product; (4) validating the design; (5) revising the design; (6) testing the product; (7) making further revisions; (8) conducting usability testing; (9) applying additional revisions; and (10) proceeding to mass production. According to the research development stages outlined above, the researcher was only able to utilize the model up to the eighth stage. This research was conducted at SDN Ngaliyan 03 in Semarang City, Central Java, with a research sample of 6 students for limited testing, and at SDN Ngaliyan 05 in Semarang City, Central Java, with a research sample of 26 students for usability testing.

The research instruments used include test and non-test techniques, such as interviews, questionnaires, pretests and posttests, as well as documentation. This research uses qualitative and quantitative data analysis methods. Qualitative analysis includes feedback from media and content experts, providing valuable insights. On the other hand,

quantitative analysis uses parametric techniques, including normality tests, t-tests, and N-Gain tests, to determine the effectiveness level of the developed product.

Results and Discussion
Development of Interactive Media Design Articulate Storyline loaded with Local Wisdom

The researchers developed interactive media using Articulate Storyline loaded with local wisdom, employing the research and development model by Sugiyono. At the stage of potential and problems as well as data collection, it was found that there are limitations in the use of learning media and the utilization of texts themed on local wisdom in the main idea material. Therefore, students' reading comprehension skills are low, especially in understanding main ideas. As a result, students' learning outcomes are poor, with show that 62% or 16 out of 26 students scored below the KKTP (Kriteria Ketuntasan Minimum Pembelajaran). Meanwhile, the other 38% or 10 students met the KKTP (Kriteria Ketuntasan Minimum Pembelajaran). The limited media and learning resources also result in students becoming passive or less active in their learning. According to Karomah et al. (2024), using using learning media is very important because it can enhance learning, as it can increase students' motivation, help students understand the lesson material, and students' cognitive learning outcomes.

At the design stage, the researchers developed interactive media Articulate Storyline loaded with local wisdom according to the needs of teachers and students in learning. The interactive Articulate Storyline media loaded with local wisdom was developed by including a summary of the material complemented with text themed around local wisdom, relevant images, student worksheets, learning evaluations, and other supporting materials such as usage instructions, developer biographies, supervisor biographies, and a bibliography used as reference material for content preparation. The interactive media Articulate Storyline loaded with local wisdom is designed using bright colours complemented by images and the use of clear and simple language with medium font size, thereby attracting students' motivation and interest in learning. The outcomes of the interactive media Articulate Storyline loaded with local wisdom design, are outlined below.
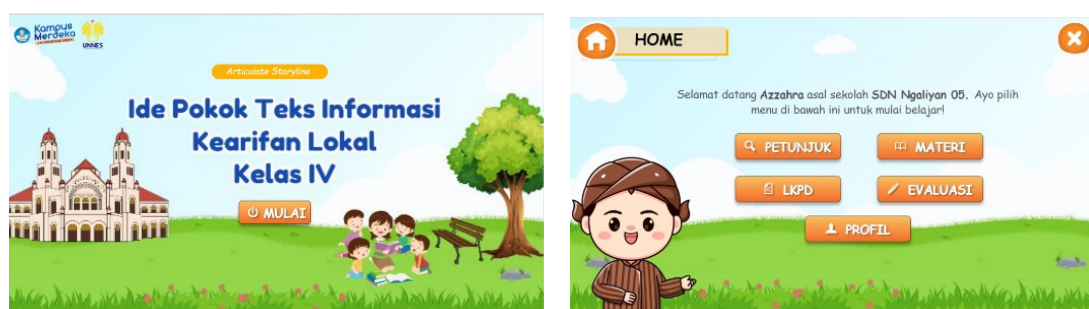

Figure 1. Pre-Content Display of Interactive Media Articulate Storyline loaded with Local Wisdom

In the pre-content section of interactive media Articulate Storyline loaded with local wisdom, there is a front page displaying the title of the material, namely "Main Ideas of Local Wisdom Informational Texts," along with a logo and information about the intended class. In addition, this section also includes the main page (home) that presents a navigation menu to facilitate students in accessing the learning materials that will be studied.

Figure 2. Interactive Media Content Display Articulate Storyline loaded with Local Wisdom

In the content section, the interactive media Articulate Storyline loaded with local wisdom and consists of learning materials about the main idea, complemented by reading texts themed around the local wisdom of Semarang City. his section not only includes instructional content but also provides student worksheets and evaluation questions. To assess students' understanding of the material, this section is equipped with 10 multiple-choice questions.
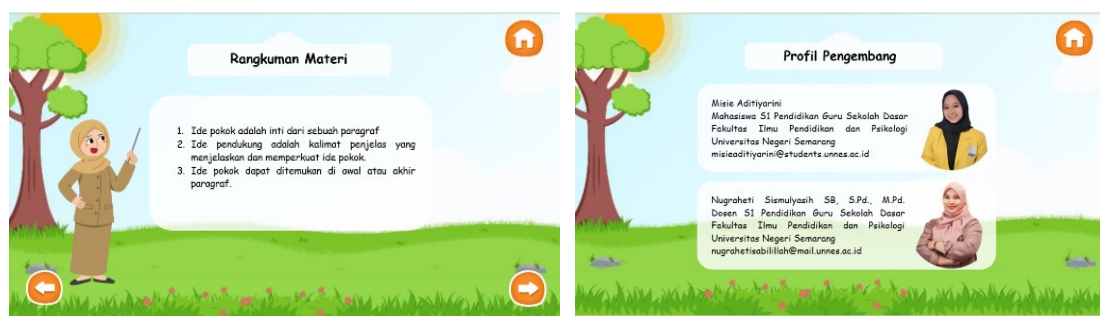

Figure 3. Post-Content Display of Interactive Media Articulate Storyline loaded with Local Wisdom

In the post-content section, interactive media Articulate Storyline loaded with local wisdom consists of a summary of the material, a bibliography used as a reference for material preparation, and the developer's profile biodata.

Feasibility of Interactive Media Articulate Storyline loaded with Local Wisdom

Interactive media design Articulate Storyline, combined with local wisdom, is then validated by subject matter and media experts to evaluate the feasibility of the developed product. The material component assesses content feasibility, language, and presentation.

Meanwhile, in the media component, the aspects evaluated include the suitability of the media with the objectives, design, language, and utilization. The material feasibility component was assessed by Dr. Panca Dewi Purwati, M.Pd, as a lecturer at PGSD FIPP UNNES. Meanwhile, the media feasibility component was assessed by Mr. Abtadi Tris Hamdani, S.Pd., M.Pd., as a lecturer at PGSD FIPP UNNES. The results regarding the feasibility of the interactive media Articulate Storyline containing local wisdom are as follows.

Table 1. Feasibility Results of Interactive Media Articulate Storyline loaded with Local Wisdom

No	Feasibility	Percentage	Criteria
1.	Material	88%	very feasible
2.	Media	82%	very feasible

According to the presented data, the interactive media Articulate Storyline loaded with local wisdom, meets the established feasibility criteria. This shows that the development of this interactive media has successfully met the standards set by subject matter and media experts. As in the research by Fadloil and Sismulyasih (2024), the development of two-dimensional video media received a very feasible rating, thus the media development has met the standards of material and media experts.

The Effectiveness of Interactive Media Articulate Storyline loaded with Local Wisdom to Enhance Understanding of Main Ideas in Elementary Schools

The effectiveness of the media is assessed after the usage trial. Before that stage, the interactive media Articulate Storyline loaded with local wisdom must undergo limited trials to determine the media's feasibility. A limited trial was conducted at SDN Ngaliyan 03, involving a sample of six students. The findings revealed a significant increase in the average score, with a pretest average of 44.66 and a posttest score soaring to 88, resulting in an overall increase of 43.34 points. In addition, both teachers and students provided positive feedback about the experimental results, indicating that the results are ready for field use. Their responses are explained below.

Table 2. Results of Teacher and Student Responses

No	Response	Percentage	Criteria
1.	Theacer	93,18%	very feasible
2.	Student	94,16%	very feasible

The product usage trial was conducted at SDN Ngaliyan 05, involving a sample of 26 students. The results showed a significant improvement, with an average pretest score of 43.23, which increased to 86.46 on the posttest, indicating an improvement of 43.23 points in learning outcomes. This improvement in learning outcomes occurred by applying the interactive media Articulate Storyline loaded with local wisdom. The next stage, the results of the pretest and posttest are tested for normality to assess the normality of the data distribution. The findings from the normality test are presented below.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest skala besar	.153	26	.120	.953	26	.269
Posttest skala besar	.138	26	.200[*]	.936	26	.109

Figure 4. Results of the Normality Test

Figure 4, present the result of the normality test conducted using the Shapiro-Wilk formula on the SPSS Output. The pretest yielded a significance (sig.) of 0.269, while the posttest produced a sig. value of 0. 109. Because both values are > 0.05, it can be concluded that the data follows a normal distribution. After the normality assessment, we proceeded to the t-test, and the results are explained below.

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest skala besar - Posttest skala besar	-43.23077	3.92232	.76923	-44.81503	-41.64651	-56.200	25	.000

Figure 5. Results of the Paired t-Test

Figure 5 shows the results of the pretest and posttest t-test on the usage trial, obtaining a sig. (2-tailed) value of 0.000. If the Sig. (2-tailed) value < 0.05, there is a difference between the pretest and posttest results. Thus, it is stated that the null hypothesis is rejected and the alternative hypothesis is accepted, meaning there is a significant difference between the pretest and posttest results before and after using the interactive media Articulate Storyline loaded with local wisdom. The interactive media Articulate Storyline loaded with local wisdom, has proven effective in enhancing students' understanding of main ideas and improving their overall learning outcomes. Next, an N-Gain test is required to determine the effectiveness level of the interactive media Articulate Storyline loaded with local wisdom. Here are the results of the N-Gain test that has been conducted.

Table 3. The Effectiveness of Interactive Media Articulate Storyline loaded with Local Wisdom through N-Gain Test

No	Trial	N-Gain	N-Gain Percentage	Criteria
1.	Large-scale usage trial	0,7683	76,83%	Height

Table 3, shows the N-Gain score test results, obtaining a value of 0.7683. Meanwhile, the N-Gain percentage results show a percentage of 76.83% with a high criterion. This means that the interactive media Articulate Storyline loaded with local wisdom, is declared effective in improving the understanding of main ideas among fourth-grade students at SDN Ngaliyan 05, with an average increase of 76.83%.

Discussion

Based on the research results of the research above, it is known that the development of interactive learning media, Articulate Storyline containing local wisdom, was used to help increase the understanding of the main ideas of class IV students at SDN Ngaliyan 05. The media was created using Articulate Storyline technology. According to Nabilah et al. (2020), Articulate Storyline is capable of generating HTML outputs that can be seamlessly accessed on smartphones and laptops. The development of this interactive media using Articulate Storyline is specifically designed to meet the needs of both teachers and students, and is adapted to the educational technology of the current digital era. In relation to the current digital developments, Inayah et al. (2023) emphasize that interactive learning media is highly relevant for students in today's digital era.

This interactive media Articulate Storyline, has been widely used in the learning process. Through the use of this media, learning can appear interactive. In addition, the use of such media can also increase students' interest in learning (Asmi et al., 2024). The research by T. Lestari and Sumilah (2023) also emphasizes that the use of Articulate Storyline media can be used to improve students' learning outcomes. The same research was also conducted by Sari and Harjono (2021), who emphasized that the development of interactive media based

on Articulate Storyline is suitable for helping students understand the material and increasing their interest in learning.

Development of the interactive media Articulate Storyline is developed by incorporating the local wisdom of the city of Semarang. This aims to connect the material with the real-life context around the students. Thus, through this media, students not only learn to understand the main ideas but also get to know the local wisdom present in the city of Semarang. According to Prahesti and Fauziah (2021), the use of interactive media loaded with local wisdom not only helps students learn academic material but also allows them to become familiar with the culture around them. Thus, students will find it easier to understand the material because it is relevant to real life.

This interactive learning media Articulate Storyline loaded with local wisdom, is developed by including a summary of the material complemented with text themed around local wisdom and relevant images, student worksheets, learning evaluations, and other supporting materials such as usage instructions, developer biographies, supervisor biographies, and a bibliography used as reference material for content preparation. The development of this interactive media combines text, images, and quizzes published in HTML format, allowing users to access it directly via the internet or Wi-Fi. Thus, it enables more comprehensive and interactive learning. And it can also increase students' learning motivation and understanding of the material Husain and Ibrahim (2021). This is in line with the research by Hidayah et al. (2023) which reveals that the Interactive Articulate Storyline media has a PowerPoint-like appearance with additional advantages, including various features such as character addition, quizzes, URL links, and buttons that can be used to direct to the intended content, as well as various publish formats like LMS, HTML5, and CD, making this media appear more comprehensive, interactive, and effective.

Nevertheless, development of the interactive media Articulate Storyline loaded with local wisdom, also has a drawback: it cannot be accessed offline. This is because the output of the interactive media Articulate Storyline loaded with local wisdom is in HTML format. So it can only be used online, that is, by using the internet or wifi. However, this media can still be used and positively impacts students' understanding and learning outcomes.

The development of interactive media using Articulate Storyline loaded with local wisdom, has been recognized as highly suitable for use in education. The validation results revealed that the material's feasibility received an impressive score of 88%, categorizing it as very feasible, while the media's feasibility received a score of 82%, also considered very feasible. After this positive evaluation, the interactive media was field-tested to assess its effectiveness in the learning process.

The results of the trial of the Articulate Storyline interactive media, combined with local wisdom, revealed an average increase in learning outcomes of 43.23 points. Specifically, the average pretest score was 43.23, while the posttest score increased to 86.46. Therefore, it can be concluded that there has been improvement in student learning outcomes between the period before and after using the interactive learning media Articulate Storyline containing local wisdom. Normality test analysis on the preliminary test (pretest) and final test (posttest) during the application trial phase has also shown that the data is normally distributed. The t-test analysis also shows a significant difference between the pretest and posttest scores, with a 2-tailed significance value of 0.000. This strongly indicates that the use of the interactive media Articulate Storyline, combined with local wisdom, It has a substantial effect on students' educational achievements.

The effectiveness of the interactive media Articulate Storyline loaded with local wisdom was evaluated using the N-Gain test. The results revealed an impressive average

improvement in learning outcomes, with pretest and posttest percentages of 76.83%, indicating a high level of effectiveness. This shows that the use of Articulate Storyline, combined with local wisdom, significantly improves the understanding of main ideas among 4th-grade students at SDN Ngaliyan 05.

The use of interactive media Articulate Storyline loaded with local wisdom has proven effective in supporting the Indonesian language learning process, particularly in the main idea material. Interactive media Articulate Storyline loaded with local wisdom not only serves as a learning tool but also plays a role in enhancing students' interest, motivation, and learning outcomes. Putri et al., (2023) state that the use of interactive media Articulate Storyline can help students understand the material while also fostering students' interest and motivation in learning. The interactive media Articulate Storyline loaded with local wisdom, provides students with the opportunity to learn independently and enhance their understanding of the material through the available features.

The use of interactive media Articulate Storyline loaded with local wisdom provides practical benefits for teachers and students. For teachers, interactive media using Articulate Storyline with local wisdom can be used to help teachers deliver the main ideas actively and interactively, as well as to introduce the local wisdom of Semarang City to students. According to (Rachmawati et al., 2023), interactive media based on Articulate Storyline has been proven to be valid and practical in assisting teachers in delivering material. Meanwhile, for students, the use of interactive media based on Articulate Storyline with local wisdom content can facilitate students in understanding the material, increase student engagement and motivation in learning, and help them recognize local wisdom in their surroundings. Berinda Rusfriyanti and Shokib Rondli (2023) state that the use of interactive multimedia based on local wisdom can serve as a bridge for students to better understand and preserve the local wisdom in their surroundings. According to Utari and Ramadan (2023), the use of interactive learning media based on Articulate Storyline can facilitate students in understanding the lesson material.

Conclusion

The research results indicated that the use of interactive media Articulate Storyline loaded with local wisdom, is considered very feasible and effective in enhancing elementary school students' understanding of main ideas. Evaluation from subject matter experts rated the development of this interactive media with an impressive score of 88%, while media experts gave a score of 82%. Furthermore, the t-test results show a significance value (2-tailed) of 0.000. Based on the t-test results, it can be interpreted that there is a difference in learning outcomes before and after the use of media. The results of the N-gain test also show a high level of effectiveness in using media to enhance the understanding of main ideas, with a percentage value of 76.83%.

Recommendation

Teachers can utilize the interactive media Articulate Storyline loaded with local wisdom as an alternative reference for learning media to support the Indonesian language learning process, particularly the material on understanding main ideas. In addition, this media can also be used as a reference by other teachers or researchers in developing similar media to support other subjects besides the Indonesian language.

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