

# The Impact of Using *Articulate Storyline* Media on Elementary School Students' Social Studies Interest and Learning Outcomes

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## ABSTRACT

This research aimed to determine whether there was an influence from the use of *Articulate storyline* media on the interest and learning outcomes of social studies for class V students at SDN 01 Klopoduwur, Blora Regency. This type of research is quantitative, that was experimental research using a one group *pretest-posttest* research design where an experiment in its implementation only involves one class as the experimental class. The independent variable in this research is *Articulate storyline* media, while the dependent variable is students' interests and learning outcomes. The sample used was 30 class V students. The data collection techniques used are observation, questionnaires and tests in the form of multiple choices whose validity has been tested. The data analysis used is descriptive analysis techniques and inferential analysis techniques using simple linear regression tests. The results of descriptive statistical analysis showed that the average student *pretest* score is 57.73 and has increased after being given *treatment* with an average score of 84.53. The results of the inferential statistical analysis of *Articulate storyline* media on interest in learning by testing showed a significance value of  $0.015 < 0.05$ . Meanwhile, the significance value of *Articulate storyline* media on learning outcomes is  $0.000 < 0.05$ . It concluded that the *Articulate storyline* media has a significant influence on interest and learning outcomes in material on the characteristics of Indonesia's geographical location for class V students at SDN 01 Klopoduwur, Blora Regency.

**Keywords:** *Articulate storyline*, Learning Interest, Learning Outcomes

## INTRODUCTION

The results of observations carried out at SDN 01 Klopoduwur, Blora Regency showed problems in social studies learning. These problems include the learning activities carried out not attracting students' attention and interest in learning. The learning carried out by the teacher is in the form of one-way learning and still often uses the lecture learning method so that in the learning process the students become easily bored, lack concentration, and only a few concepts of the learning material remain in the students' minds. These problems have an impact on the interests and learning outcomes of class V students.

Another problem is that they have not used media as a learning resource because they only use textbooks. This is because there is no application of media to support learning activities. So that learning activities in class become less attractive to students' interest in learning. The solution that can be taken is to utilize technology-based interactive learning media that can arouse students' interest in learning.

One learning approach that has a positive impact in this context is constructivist theory. Learning activities based on constructivist theory require active participation from students (Abdiyah &

Subiyantoro, 2021). Constructivist theory emphasizes the role of students to be more active in building knowledge and understanding (Fitri, 2020).

Further, In students' lives, interests have an important role and have a big impact on attitudes and behavior. Interest in learning is a tendency that makes individuals interested in something based on the heart (Anggraeni et al., 2021). Interest is also an activity that can cause relatively permanent changes in behavior and this activity is carried out through deliberate activity or effort (Aras et al, 2020). Students who are interested in something they are studying will have an influence on their learning outcomes (Yanti & Sumianto, 2021). Likewise, a lack of interest can lead to a lack of participation, attention and effort in learning activities. (Wiradarma et al, 2021).

Learning outcomes are achievements that achieved by elementary school students after following the learning process relating to the material of a subject. To be successful, learning efforts must be carried out creatively and be fun for students by paying attention to all aspects involved in the learning process (Aprijal et al, 2020). One of them is paying attention to the psychological aspects of students. The delivery of learning material does not run effectively due to the lack of use of learning media as a tool in conveying learning information. Learning media is expected to be able to make the quality of the teaching and learning process more interesting which in the end can influence student learning outcomes (Putri et al, 2023).

Learning media that is suitable in the current digital era is *Articulate storyline*. The use of interactive media really helps teachers and students in learning activities. The use of interesting media can make it easier for students to explore and explore the information provided, rather than just receiving material presented by the teacher through the lecture method (Salsabilla et al., 2021).

*Articulate storyline* is software that can create learning media (Arwanda et al,

2022). The features of *Articulate storyline* are almost the same as *Microsoft powerpoint*, but equipped with more features that can increase interaction with students. *Articulate storyline* can be used to present learning by combining visual, audio and audio-visual media, and can be published in HTML5, CD and .swf (Juhaeni et al., 2021). *Articulate storyline* has advantages such as being able to be operated anywhere and at any time, having high interactiveness, and language that is easy to understand. This media can also contain audio, animation, images, characters and videos which can be packaged to make it more attractive (Awwalina & Wachidah, 2023). Based on these problems, learning activities were carried out using *Articulate storyline* media on the characteristics of Indonesia's geographical location. According to researchers, using this learning media can make it easier for teachers and students to achieve learning goals. Thus, the urgency of this research is the influence of the use of *Articulate storyline* media on material regarding the characteristics of Indonesia's geographical location on the interests and learning outcomes of elementary school students.

## **MATERIALS & METHODS**

The research approach used was a quantitative approach because it wanted to find the effect of using the Articulate Storyline on the interest and learning outcomes of social studies for fifth grade elementary school students. This research uses an experimental type of research. The design used in this research is *One-Group Pretest-Posttest Design*. The group was given a *pretest* to determine the initial condition of the students before being given *treatment*. After being given a *pretest*, then given *treatment*, then carried out a *posttest*. Finally, compare the *pretest* scores with the *posttest* to find out the results of the *treatment*. Data collection was carried out by administering a learning interest questionnaire in the form of a 20-item

statement and a test in the form of a multiple choice test with 30 questions.

The research instrument was carried out by first validating the questionnaire and test questions with an expert validator, then after that the test questions were tested on class VI students of SDN 01 Klopoduwur for validity and reliability analysis. Based on the results of the validity test, there were 5 questions that were discarded because they were invalid then remaining 25 questions

are used to test students' cognitive learning outcomes.

The data analysis technique used is simple linear regression analysis with the help of SPSS. The analysis stage includes the prerequisite testing stage and the hypothesis testing stage. Data prerequisite tests carried out are normality and linearity tests. The results of the normality test for learning interest and learning outcomes can be shown in Tables 1 and 2 below.

Table 1. Normality Test of Learning interest

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest Questionnaire Interest	.125	30	.200*	.960	30	.316
Posttest Questionnaire Interest	.147	30	.098	.952	30	.192
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The normality test was carried out using *Shapiro-Wilk* and based on Table 1 it is known that the significance value for

interest in learning is greater than 0.05. Then, it concluded that interest in learning has a normal distribution.

Table 2. Normality Test of Learning Result

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Learning Result Pretest	.155	30	.065	.942	30	.103
Learning Result Posttest	.174	30	.021	.932	30	.057
a. Lilliefors Significance Correction						

Based on Table 2, it is known that the significance value using *Shapiro-Wilk* is greater than 0.05. Then, it concluded that the learning outcomes have a normal distribution.

Further, a linearity test was carried out on learning interest and learning outcomes. The results of the linearity test for learning interest can be shown in Tables 3 and 4 below.

Table 3. Linearity Test of Learning Interest

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Posttest Questionnaire Interest * Pretest Questionnaire Interest	Between Groups	(Combined)	99.950	9	11.106	1.103	.404
		Linearity	57.883	1	57.883	5.748	.026
		Deviation from Linearity	42.067	8	5.258	.522	.826
	Within Groups		201.417	20	10.071		
Total			301.367	29			

Based on the results of the linearity test in Table 3, it known that the Sig. deviation from linearity is 0.826 > 0.05, so it can be

concluded that there was a linear relationship between *Articulate storyline* and interest in learning.

Table 4. Linearity Test of Learning Result

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Learning Result Posttest * Learning Result Pretest	Between Groups	(Combined)	1015.333	6	169.222	3.923	.008
		Linearity	949.782	1	949.782	22.018	.000

	Deviation from Linearity	65.551	5	13.110	.304	.905
	Within Groups	992.133	23	43.136		
	Total	2007.467	29			

Based on the results of the linearity test in Table 4, it known that the Sig value. deviation from linearity is  $0.905 > 0.05$ , so it can be concluded that there is a linear relationship between *Articulate storyline* and learning outcomes.

Further, to determine the direction and strength of the relationship between variables, a correlation coefficient test was carried out. The results of the correlation coefficient test for learning interest and learning outcomes can be shown in Tables 5 and 6 below.

Table 5. Learning Interest Correlation Coefficient Test

Correlations		Learning Interest Posttest	Learning Interest Pretest
Pearson Correlation	Learning Interest Posttest	1.000	.438
	Learning Interest Pretest	.438	1.000
Sig. (1-tailed)	Learning Interest Posttest	.	.008
	Learning Interest Pretest	.008	.
N	Learning Interest Posttest	30	30
	Learning Interest Pretest	30	30

Based on Table 5, the correlation coefficient value is 0.438. The value of 0.438 is included in the medium relationship level category. Then, it meant that the level of

strength of the relationship between *Articulate storyline* and interest in learning has a moderate level of relationship.

Table 6. Learning Result Correlation Coefficient Test

Correlations		Learning Result Posttest	Learning Result Pretest
Pearson Correlation	Learning Result Posttest	1.000	.688
	Learning Result Pretest	.688	1.000
Sig. (1-tailed)	Learning Result Posttest	.	.000
	Learning Result Pretest	.000	.
N	Learning Result Posttest	30	30
	Learning Result Pretest	30	30

Based on Table 6, the correlation coefficient value is 0.688. The value of 0.688 is included in the strong relationship level category. Then, it meant that the level of strength of the relationship between *Articulate storyline* and learning outcomes has a strong level of relationship.

After knowing the level of strength of the relationship using the correlation coefficient test, the coefficient of determination test is

then carried out. The coefficient of determination test was carried out to determine how much the contribution of the *Articulate storyline* variable influences the variables of learning interest and learning outcomes. The test results of the coefficient of determination of learning interest and learning outcomes can be shown in Tables 7 and 8 below.

Table 7. Learning Interest Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438 <sup>a</sup>	.192	.163	2.949
a. Predictors: (Constant), Learning Interest Pretest				

Table 7 explains the magnitude of the relationship value (R), which is 0.438. From

this output, a coefficient of determination (R Square) of 0.192 is gained, which means

that the influence of the *Articulate storyline* variable on the learning interest variable is 19.2%.

Table 8. Learning Result Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688 <sup>a</sup>	.473	.454	6.146

a. Predictors: (Constant), Learning Result *Pretest*

Table 8 explains the magnitude of the relationship value (R), which is 0.688. From this output, a coefficient of determination (R Square) of 0.473 is *gained*, which meant that the influence of the *Articulate storyline* variable on the learning outcome variable is 47.3%.

Further, hypothesis testing is carried out on learning interest and learning outcomes. The results of the hypothesis tests that have been carried out can be shown in Tables 9 and 10 below.

Table 9. Learning Interest Hypothesis Test

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.475	13.999		2.606	.015
	Learning Interest <i>Pretest</i>	.570	.221	.438	2.580	.015

a. Dependent Variable: Learning Interest *Posttest*

Based on Table 9 it is known that the value  $t_{count} 2,580 > t_{table} 2,048$ . According to the criteria if  $t_{count} > t_{table}$  then  $H_0$  rejected and

$H_a$  accepted, meaning that there is a positive and significant influence on *Articulate storyline* on interest in learning.

Table 10. Learning Result Hypothesis Test

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.806	8.002		5.600	.000
	Hasil Belajar <i>Pretest</i>	.688	.137	.688	5.014	.000

a. Dependent Variable: Learning Result *Posttest*

Based on Table 10 it is known that the value  $t_{count} 5,014 > t_{table} 2,048$ . According to the criteria if  $t_{count} > t_{table}$  then  $H_0$  rejected and  $H_a$  accepted, meaning that there is a positive and significant influence on *Articulate storyline* on interest in learning.

After knowing the influence of each *Articulate storyline* on interest and learning outcomes, a MANOVA test was then carried out. This test was to determine whether there is an influence of the *Articulate storyline* variable on the learning interest variable and learning outcome variables simultaneously or together. The results of the MANOVA test that has been carried out can be shown in Table 7 below.

Table 11. MANOVA Test

Multivariate Tests <sup>a</sup>						
Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.998	6913.017 <sup>b</sup>	2.000	22.000	.000
	Wilks' Lambda	.002	6913.017 <sup>b</sup>	2.000	22.000	.000
	Hotelling's Trace	628.456	6913.017 <sup>b</sup>	2.000	22.000	.000
	Roy's Largest Root	628.456	6913.017 <sup>b</sup>	2.000	22.000	.000
Articulate_Storyline	Pillai's Trace	.763	2.366	12.000	46.000	.018
	Wilks' Lambda	.366	2.393 <sup>b</sup>	12.000	44.000	.018
	Hotelling's Trace	1.378	2.411	12.000	42.000	.018



	Roy's Largest Root	1.036	3.973 <sup>c</sup>	6.000	23.000	.007
a. Design: Intercept + Articulate_Storyline						
b. Exact statistic						
c. The statistic is an upper bound on F that yields a lower bound on the significance level.						

Based on Table 7, it is known that the Sig. < 0.05. It can be concluded that there is an influence of *Articulate storyline* (X) on Learning Interest (Y1) and Learning Outcomes (Y2) simultaneously or together.

## RESULT

The description of the data in this research is a general description of each variable which functions as a support for the following discussion. The general description described will show the results of the initial conditions and the results of the final conditions in each variable that has been studied.

In this research, data was *gained* from the results of student interest in learning questionnaires and *pretest-posttest* test questions conducted in class V. Researchers focused on three variables with variable X being *Articulate storyline* media, Y1 being interest in learning and Y2 being students' cognitive learning outcomes. Researchers looked for the influence of using *Articulate storyline* media regarding the material on the characteristics of Indonesia's geographical location in class V elementary school. The problem formulation is divided into 3 formulations with data *gained* from giving questionnaires and test questions to students.

Learning interest data was *gained* from filling out a learning interest questionnaire in the form of statement items with four answer choices. The results of the learning interest data are *gained* from adding up each statement item and can be shown in Table 8 below.

**Table 8. Learning Interest Data**

Data	Rata-rata
Learning Interest before <i>Treatment</i>	63,267
Learning Interest after <i>Treatment</i>	72,567

Based on Table 8, it is known that the average value of students' learning interest before being given *treatment* was 63.267. Meanwhile, the value of interest in learning after being given *treatment* was 72.567. This showed that there was an increase in interest in learning after being given *treatment*.

Descriptive statistical results provide a general picture of student learning outcomes in the initial test (*pretest*) and final test (*posttest*). Research data on the cognitive aspect was *gained* at the beginning before being given the material (*pretest*) and at the end after being given the material (*posttest*). Learning outcome data can be shown in Tables 9 and 10 below.

**Table 9. Learning Result *Pretest* Data**

Statistic	Statistic Score
Number of Samples	30
Minimum	44
Maximum	76
Average	57,73
Standard Deviation	8,317

Based on Table 9, the results of calculations on the *pretest* questions show that from a sample size of 30 students, the minimum score *gained* was 44 and the maximum score was 76. Meanwhile, the average score was 57.73 with a standard deviation *gained* of 8.317.

**Table 10. Learning Result *Posttest* Data**

Statistic	Statistic Score
Number of Samples	30
Minimum	72
Maximum	100
Average	84,53
Standard Deviation	8,320

Based on Table 10 of the calculation results on the *posttest* questions, it is known that from a sample size of 30 students the minimum score *gained* was 72 and the

maximum score was 100. Meanwhile, the average score was 84.53 with the standard deviation *gained* being 8.320.

## DISCUSSION

This research was conducted in four meetings. The first meeting consisted of giving questionnaires and an initial test (*pretest*), then at the second and third meetings, *treatment* was given in the form of teaching using *Articulate storyline* media on material about the characteristics of Indonesia's geographical location (*treatment*). The next activity at the fourth meeting was giving questionnaires and a final test (*posttest*). Research activities are carried out with the researcher himself acting as a teacher.

### The Influence of Using *Articulate storyline* Media on Interest in Learning

Based on the learning interest questionnaire completed by students, it is known that there was an increase in the average score before and after using the *Articulate storyline* media. Student interest data before using *Articulate storyline* had an average of 63.267. And after using *Articulate storyline* the average increased to 72,567. Indicators of learning interest that are measured include feelings of joy, interest, attention and involvement. This was discovered after comparing the results of questionnaires filled out by students before being given *treatment* and after being given *treatment* in the form of *Articulate storyline* media. Apart from comparing the results of the questionnaire *gained*, it is also strengthened by the results of analysis after carrying out several tests. The tests carried out also showed that the use of *Articulate storyline* media could influence fifth grade students' interest in learning.

Based on the results of simple regression analysis, it is known that the *Articulate storyline* (X) variable on learning interest (Y1) is  $Y = 36.475 + 0.570X$ . This means that for every 1% addition of *Articulate storyline*, the learning interest value increases by 0.570. The research results also

showed that there was a positive influence between *Articulate storyline* on interest in learning by 19.2%.

Beside that, increased interest in learning occurs due to the use of learning media that students have never received during the learning process. Interest in learning has a very big influence on student learning activities. Students who have interest will be more motivated to discover things they do not know (Marwa et al., 2020). The learning media used in this research is *Articulate storyline* which is designed to be simple without leaving out quality for its users. According to (Hadza et al., 2020) *Articulate storyline* media is very good and suitable for use in learning activities. This media can be used to support the teaching and learning process.

### The Influence of Using *Articulate storyline* Media on Cognitive Learning Outcomes

Based on the results of descriptive statistical analysis, data was *gained* that the *pretest* and *posttest* scores were different. This can be proven from the average value of the *pretest* learning results which is significantly different from the average value of the *posttest* learning results. The average *pretest* score was 57.73, while the *posttest* average score increased much more, namely 84.53.

The results of the descriptive analysis showed that student learning outcomes after being given *treatment* in the *posttest* have increased compared to before being given *treatment* in the *pretest*. This is because the *treatment* is in the form of using *Articulate storyline* media which can attract and focus students' attention and not be lazy in doing their assignments.

Based on the results of simple regression analysis, it known that the *Articulate storyline* variable (X) on learning outcomes (Y2) is  $Y = 44.806 + 0.688X$ . This meant that for every 1% addition of *Articulate*

storyline, the learning outcome value increases by 0.688. The research results also show that there is a positive influence between *Articulate storyline* on learning outcomes of 47.3%.

Apart from that, the increase in learning outcomes occurred due to the use of learning media that students had never received during the learning process. The *Articulate storyline* media used makes student learning activities focused, so that the material presented can be easier for students to remember. The results of the research carried out are in line with those carried out by (Agustina et al., 2021) who stated that learning with interactive multimedia assisted by *Articulate storyline* can improve the cognitive learning outcomes of fifth grade students.

Learning activities using *Articulate storyline* media help students to better understand the material presented, this is because students become more enthusiastic if the material is presented using a combination of audio and visuals. This is in line with (Hernawati et al., 2021) which states that the use of learning videos as a medium can improve student learning outcomes. The learning activities that occur become more interesting and can increase students' understanding of the material on the characteristics of Indonesia's geographical location.

### **The Influence of Using *Articulate storyline* Media on Interest and Cognitive Learning Outcomes**

The test carried out to see this effect uses the MANOVA test or what is usually called Multivariate Analysis of Variance. Based on the results *gained*, it is known that the Sig. <0.05. Therefore, it can be concluded that there is an influence of *Articulate storyline* (X) on Learning Interest (Y1) and Learning Outcomes (Y2) simultaneously or together.

The *Articulate storyline* learning media is

said to be influential and effective because it can increase student interest and learning outcomes (Yolanda et al., 2022). The use of media also helps teachers to develop their abilities in learning technology. This media can be created yourself, developed and modified as desired based on student development. Various files can be included in media such as photos, videos, animations, audio. Teachers can also raise questions by creating quizzes. The use of this media can help teachers collect information according to students' abilities (Aulia & Masniladevi, 2021). The flexibility of using media that can be used at any time supports independent learning for students during the learning process.

Learning activities using *Articulate storyline* can not only have an influence on interest or learning outcomes, but also on interest and learning outcomes at the same time (Anitasari & Utami, 2022). Moreover, in social studies material, namely the characteristics of Indonesia's geographical location, where students usually feel bored with activities. normal learning only involves lectures (Azizah, 2021). The animation display allows students' imaginations to be visualized and the practice questions also make students practice related learning material. The results of students answering the questions in the media will also be displayed at the end of the quiz session. Students will also know which answer is correct and which answer is wrong after answering the question, then the result will be displayed based on the number of correct questions that have been answered.

### **CONCLUSION**

Based on the results of interest data analysis and learning outcomes, it can be concluded that:

1. The use of *Articulate storyline* has an influence on learning interest in social studies learning for class V students at SDN 01 Klopoduwur, Blora Regency.



This proved based on the results of the analysis where *Articulate storyline* has a positive influence on student interest in learning by 19.2%.

2. The use of *Articulate storyline* has an influence on learning outcomes in social studies learning for class V students at SDN 01 Klopoduwur, Blora Regency. This proved based on the results of the analysis where *Articulate storyline* has a positive influence on student learning outcomes of 47.3%.
3. There is a simultaneous or joint influence of *Articulate storyline* on interest and learning outcomes in social studies learning for class V students at SDN 01 Klopoduwur, Blora Regency. This proved based on the results of the analysis where the Sig. gained  $<0.05$ .

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