

Implementation of Articulate Storyline to Improve Students' Interest in Learning Islamic History Lesson

Khozin Khozin^{1*}, Abdul Haris¹, Dian Silvia Rozza¹

¹Universitas Muhammadiyah Malang, Malang, Indonesia

*email: khozin@umm.ac.id

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ABSTRACT

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Inadequate educational ability shown by educators and resources as well as the limited time is the factor that causes inadequate student's understanding. One of the approaches to decrease the problem involves the use of various instructional resources. The objective of this research is to analyze the design of media with clear storyline and characteristics that determine the level of students' interest in their education. This research uses qualitative approach with case study. Observation, interview, and documentation are the main method used in the process of data collection. Before, in the middle of, and after learning experience with media, observations were done. Text books and media made in Articulate Storyline are the documentation used. To analyze the data, first, the data must be summarized, then presented, and last, concluded. Based on the finding of the research, the most basic step to be done in the process of the making of the media is examining the concept and the design of the media end-to-end. It is done in order to make Articulate Narrative media in the lecture of Islamic History as easy as possible. Besides that, the design must be modified to accommodate various demands and students' ways of study. There are internal and external factors that play roles in determining the level of a student's learning interest. The use of Articulate Storyline, which is an innovative learning media, is an example of an extrinsic element which has potential to help students develop their learning interest.

Keywords: *Articulate Storyline; Learning Interest; Tarikh Islam.*

ABSTRAK

Kemampuan mendidik yang tidak memadai yang ditunjukkan oleh pendidik dan sumber daya serta keterbatasan waktu menjadi faktor penyebab pemahaman siswa yang kurang. Salah satu pendekatan untuk mengurangi masalah melibatkan penggunaan berbagai sumber pengajaran. Tujuan dari penelitian ini adalah untuk menganalisis desain media dengan alur cerita yang jelas dan karakteristik yang menentukan tingkat minat siswa terhadap pendidikannya. Penelitian ini menggunakan pendekatan kualitatif dengan studi kasus. Observasi, wawancara, dan dokumentasi merupakan metode utama yang digunakan dalam proses pengumpulan data. Sebelum, ditengah, dan sesudah pembelajaran dengan media dilakukan observasi. Buku teks dan media yang dibuat dalam Articulate Storyline merupakan dokumentasi yang digunakan. Untuk menganalisis data, pertama-tama data harus dirangkum, kemudian disajikan, dan terakhir, disimpulkan Berdasarkan temuan penelitian, langkah paling mendasar yang harus dilakukan dalam proses pembuatan media adalah mengkaji konsep dan desain media end-to-end. Hal ini dilakukan agar

media Artikulasi Narasi dalam perkuliahan Sejarah Islam dapat semudah mungkin. Selain itu desainnya harus dimodifikasi untuk mengakomodasi berbagai tuntutan dan cara belajar siswa. Ada faktor internal dan eksternal yang berperan dalam menentukan tingkat minat belajar seorang siswa. Penggunaan Articulate Storyline yang merupakan media pembelajaran inovatif merupakan salah satu contoh unsur ekstrinsik yang berpotensi membantu siswa mengembangkan minat belajarnya.

Kata-kata Kunci: Artikulasi Alur Cerita; Minat Belajar; Tarikh Islam.

1. INTRODUCTION

Islamic history is a subject discussing Islamic civilization and Islamic figures. Islamic history at least discusses Arabic condition, the Prophets leadership era, *Khulafau-r-Rasyidin*, *Umyyah*, and *Abbasiyah* (G.W Oesterdiekhoff, 2017; Hidayat, 2021; Rozza et al., 2022). Islamic History is a lesson crossing times dealing with events and thoughts that are the sources of history of Islamic civilization that have affected Muslims at this time. The extent of teaching materials causes difficulties for students to understand lessons with limitations (Sabuncu, 2017; Saruhan, 2022).

Most Islamic history teachers still teach using traditional methods such as lectures, questions and answers. This increases student boredom when learning. Bored students tend not to concentrate and even fall asleep while studying (Mahmudi dan Shofro, 2020; Sujarwo et al., 2022). So, learning media is needed to minimize problems in learning (Rozza et al., 2022).

Technology-based learning media encourages changes from traditional to modern learning systems (Nicolaou et al., 2019; Olney et al., 2023; Safapour et al., 2019). Learning that uses modern learning media can create an effective, innovative, and fun learning atmosphere (Herayanti et al., 2017; Mumpuni dan Nurpratiwiningsih, 2018; Mustadi et al., 2022). Students' interest in learning can be increased by using learning media designed by the teacher (Gunawan et al. 2017; Gusnawaty dan Nurwati 2019; Papadopoulou 2019). Thus, teachers must adapt and improve their skills in using technology to create a good and conducive learning environment (Gutiérrez-Castillo et al. 2023; Nicolaou et al. 2019).

This study examines the learning of Modern Darussalam Gontor Islamic Boarding Schools for girls based on previous research. Mahmudi dan Shofro (2020) examines the improvement of Islamic history learning outcomes with the 'Everyone is a Teacher Here' strategy. Furthermore, Muttaqin et al. (2022) uses Magic Cards to improve learning outcomes of Islamic history. Furthermore, (Anwar et al., 2022) uses Mind Mapping to improve learning outcomes in Islamic history lessons. Moreover, (Rozza et al., 2022) only explains the procedure for developing Articulate Storyline media in Islamic history lessons. Researches by Alqadri et al. (2021), Arwanda et al. (2020), Aulia and Devi (2021), and Fardila and Arief (2021) state that Articulate Storyline is suitable to use as an interactive learning media. This is confirmed in

research by [Sari and Harjono \(2021\)](#), [Solecha dan Kurniawan \(2021\)](#), [Triono \(2021\)](#), [Yahya et al. \(2020\)](#) [Triono \(2021\)](#), [Yahya et al. \(2020\)](#) that Articulate Storyline can increase student learning interest. However, research by [Indasah et al. \(2021\)](#), [Istiyadi et al. \(2022\)](#), [Octavia et al. \(2021\)](#) [Rianto \(2020\)](#) only discusses the process of developing Articulate Storyline media. The use of Articulate Storyline media in previous research has a different location from this research. Thus, this article focuses on the application of Articulate Storyline media to Islamic history lessons to increase students' interest in learning at the Darussalam Gontor Modern Islamic Boarding School for girls. Considering that the research focus is different from previous articles that examine the same theme, this article fulfils an element of novelty.

This study aims to describe the application of Articulate Storyline media in the first grade intensively and what factors influence the increase in students' learning interest using Articulate Storyline. In addition, this research contributes to the addition of scientific treasures regarding the study of learning models using computer-based technology. If the media is used, the learning will be more innovative and will ease both the teachers and the students.

2. METHOD

This study uses a qualitative approach with a case study type, which is an extension of the study by [Rozza et al. \(2022\)](#). The previous field research only presented procedures for developing Articulate Storyline media in Islamic history lessons. This research is conducted to obtain data on the application of Articulate Storyline media in learning Islamic history, which is related to the increase of students' interest in learning ([Barsihanor and Anindia Rosyida 2019](#); [Mambu 2015](#))

The data collection was done through observation, interview, and documentation ([Imron et al., 2021](#); [Moleong, 2017](#); [Sugiyono, 2017](#)). Observation was done to figure out: (1) the application of Articulate Storyline in the first grade Intensive; (2) the factors increasing students' interest in learning when using Articulate Storyline; and (3) students' learning condition in class. Interview was conducted with teachers and students to find out their responds when learning using Articulate Storyline. The documentation used is text books and Articulate Storyline to strengthen the data obtained from observation and interview.

The data analysis technique used is condensation, data presentation, and conclusions ([Creswell 2015](#)). Data condensation is done by focusing data on the application of Articulate Storyline media and factors that can increase interest in learning. Data is presented by describing data from the field, which leads to research conclusions. The conclusions presented are in the form of the application of Articulate Storyline media and factors that can increase interest in learning.

3. RESULT AND DISCUSSION

a. Implementation of Articulate Storyline in Islamic History

Lesson of Islamic stories is presented in Articulate Storyline Media in form of computer application. The lesson is conducted in computerized room, Darussalam Computer Center. Each student is given internet access to learn Islamic calendar using computer.

Islamic subject is taught twice a week using learning media. The material delivered using Articulate Storyline discussing *Daula Abbasiyah*. The materials are: (1) *Harun al Rasyid*; (2) *al-Amin and al- Makmun*; (3) *al-Mu'tashim and al-Watsiq*. The limitation of material presented is because when the research was on progress, the learning had reached the *Umayyah* material. Therefore, the media presented is limited to the material of *Abbasiyah*.

At the first meeting, the teacher explains briefly the concept map of Islamic history learning arranged in Articulate Storyline media. [Figure 1](#) is a concept map explained by the teacher on *Harun al-Rasyid's* material in Articulate Storyline media.

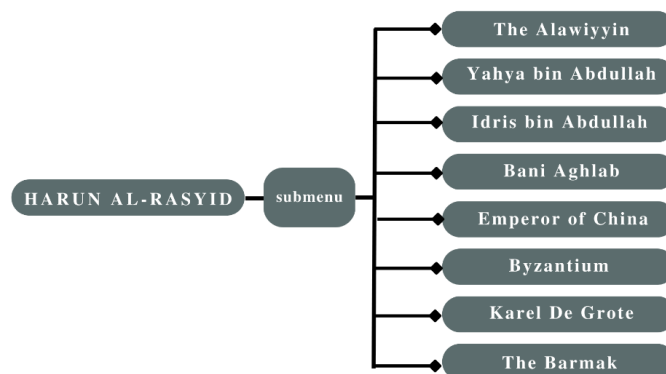


Figure 1. Learning Media Concept

Concept maps are arranged in such a way as to make it easier for students to understand the flow of learning Islamic history. [Figure 1](#) presents a concept map that makes students know that the material on Harun al-Rashid discusses seven sub-headings. These sub-subjects are compiled and adapted to the Intensive first grade Islamic history book presented in Articulate Storyline media. The purpose of presenting a concept map is in line with the view of [Buchory et al \(2017\)](#) which states that a concept map is a structured design that facilitates students' understanding when using learning media.

According to [Waminton & Erlinawaty \(2015\)](#), [Yundayani et al. \(2020\)](#), learning media must be adjusted to student learning styles. Articulate Storyline media design combines visual and auditory student learning styles. The design of Articulate Storyline learning media is in the form of slides which include images, text, back sound, and audio. Images and text are designed to facilitate the learning process for students

with a visualization learning style. Background sound and audio are designed to ease the learning process for students with an auditory learning style.

According to Wang (2023) Wang and Wang (2023), the reconstruction of place and time is very important in learning. Thus, students are free to study the material presented repeatedly in each meeting. Flexibility in using media is a solution to differences of students' ability to understand lessons. In addition, slides are presented with pictures that make it easier for students to understand. Figure 2 is an example of the visualization used in material on Idris bin Abdullah's as the founder of Daulah Bani Idris in Morocco.



Figure 2. Idris bin Abdullah Subject Matter

As seen in Figure 2, there are some colors on the Articulate Storyline media slides. The use of variety of colors aims to attract students' interest in learning with the visualizations presented. In addition, the purpose of using color is to make the media developed not monotonous with black and white. The type of font used is a non-formal font, but the readability aspect is still concerned.

Based on the documentation, it is known that Islamic history textbooks are limited to writing without pictures. Then the stimulus is used to produce a response to the Articulate Storyline media. The stimulus used is writing, pictures, colors, and sounds, which are expected to bring up a positive response in learning.

The use of audiovisual is strengthened by the exposure of Lv, Wu, and Cui (2023), Nicolaou et al (2019), Rusydiyah et al (2020), Shu et al (2023) that audiovisual can encourage students' abilities to describe reality. This illustration is complicated when it is explained only with audio, but it is easier if using a stimulus in the form of visualization. On the other hand, audio must still be used to increase students' competency in the form of memory strengthening. This is in line with the facts on the field, which explain that this media can increase interest in learning and facilitate understanding.

Articulate Storyline is a computer-based learning media that facilitates understanding and increases student learning interest. Learning Islamic history with

Articulate Storyline media can facilitate the students to have learning experiences. This strengthens the research of [Papadopoulou, \(2019\)](#) dan [Rozza et al \(2022\)](#) that computer-based learning can give multisensory learning experiences.

Thus, applying Articulate Storyline media in the learning of Islamic history can provide a multisensory learning experience. This learning experience involves the senses of sight, hearing, and touch during learning. The sense of sight involves text, images, colors, and animations in learning media. The sense of hearing involves narration and back sound in learning media. Tactile (touch) is involved when students operate the computer and articulate storyline media with hand movements.

b. The Factors Affecting Learning Interest

Based on the result of the observation and interview, it can be seen that students' learning interest gains when using Articulate Storyline. The factors affecting students' learning interest are:

1) Picture, Animation, and Audio

Using pictures, animation, and audio in Articulate Storyline media can gain students; interest in learning. It is proved in the interview with students, which explains that:

“I like learning with picture. It is easier to remember and understand” (Interview Transcript: W/01-2022)

“My learning style tends to listening to audio. This media has explanation so that it is easy to remember. It also has picture, so it is easy to understand” (Interview Transcript: W/02-2022).

Using pictures, animations, colors, and audio in learning can encourage positive emotions during learning. The emotion is in the form of enthusiasm for learning, which will increase students' interest in learning. As explained by [Herayanti et al \(2017\)](#), [Mumpuni dan Nurpratiwiningsih \(2018\)](#), dan [Mustadi et al \(2022\)](#), media collaboration can encourage student interest in learning so that learning is more effective. In addition, the use of media can improve skills and create fun learning spaces ([Alsubaie 2022](#); [Gutiérrez-Castillo et al. 2023](#); [Meinel dan Schweiger 2016](#)).

The presence of pictures on Articulate Storyline media encourages interest in learning. As explained by the students in the interviews, it is known that there is an increase in enthusiasm for learning. In addition, using illustrations in the form of pictures can make it easier for students to remember the flow of Islamic history lessons.

2) Color Variation

Color variation on the slides of Articulate Storyline media also improves learning interests

“Usually when learning using books, there is no picture and color. Now it’s more colorful, so I don’t feel dizzy reading the writing only” (Interview transcript: W/03-2022).

The use of color is based on the view of Cholimawati (2021), states that each color has characteristics that involve emotion. Color diversity is used to attract students' interest in learning and to make learning media not monotonous with black and white colors like Islamic history books.

Collaboration of images and colors in Articulate Storyline media is used to create good learning emotions. This has been shown by a significant change in emotion which was originally negative to be positive. Negative emotions before using the media are boredom, unfocused, and sleepy when learning occurs. However, after using the media, a positive response was created through increased enthusiasm for learning. This reinforces the research by [Muktiani et al \(2022\)](#), [Rianto \(2020\)](#), dan [Rozza et al \(2022\)](#) that the use of media can create conducive and enjoyable learning.

3) Computer

The use of computer plays role in improving interest in learning. It is proved by the interview with students which clarify:

“It is fun learning how to use computer so that we can operate it as we want. If you don’t understand, you can repeat until you understand” (Interview Transcript: W/04-2022).

The utilization of computers can increase students’ learning experience. Besides, computer can encourage students to learn independently. They can repeat the material by themselves freely. It is explained by [Sáiz-Manzanares et al \(2023\)](#) about learning individualization in modern era.

According to [Elkhatat dan Al-Muhtaseb \(2023\)](#), [Pribadi \(2017\)](#) [Yuen, Liu, and Leong \(2023\)](#), the use of computer-base learning technology enables students to get multisensory learning experiences. It is in line with the fact in the field that students involve several senses when using Articulate Storyline. Learning experience of using media has involved senses of sight, hearing, and touch.

Significant differences are found in the observation before and after using learning media. Before using Articulate Storyline media, some students are sleepy and do not focus during the class. On the other hand, after using Articulate Storyline media, it is found that no student feels sleepy when studying. It indicates that students’ interest in learning is increasing after receiving stimulus from learning media.

Thus, the factors that affect interest in learning are intrinsic and extrinsic factors. Intrinsic factors are students' motivation to learn, while extrinsic factors are external forces that can encourage interest in learning. The extrinsic factor that can be used is the

use of learning media that increases students' interest in learning. So, intrinsic factors will be easily created if the teacher uses extrinsic factors when learning.

This study strengthens the researches (Alqadri et al. 2021; Arwanda et al. 2020; Aulia dan Devi 2021; Fardila dan Arief 2021) state that Articulate Storyline is suitable for interactive learning. This research also strengthens researches (Sari dan Harjono 2021; Solecha dan Kurniawan 2021; Triono 2021; Yahya et al. 2020) claim that Articulate Storyline can increase students' interest in learning.

4. CONCLUSION

The application of Articulate Storyline media in Islamic history lessons can make it easier for teachers and students during the learning process. With the existence of learning media, teachers are required to continue to innovate so that learning can be more innovative. Meanwhile, students can have new and more interesting learning experiences. The application of Articulate Storyline media in Islamic lessons has increased students' interest in learning. This is shown by the enthusiasm of the students while learning, and there are no students who are sleepy while studying. This study strengthens previous researches, which explain that using Articulate Storyline media can increase students' interest in learning. Intrinsic and extrinsic factors influence students' interest in learning. In addition, the use of Articulate Storyline media encourages multisensory learning experiences that involve the senses of sight, hearing, and touch (tactile). If Articulate Storyline media is used in learning, it will have a positive impact on the learning process. This media can facilitate the process of transforming knowledge for teachers and students. Suggestions for further research is to examine student achievement with a quantitative approach to the type of experiment to find out the relationship between learning achievement and the use of Articulate Storyline media in Islamic lessons.

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