

The Development of Learning Media Based Articulate Storyline on Bilingual Learning Course in Elementary School Teacher Education Department State University of Medan

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Abstract. Finding out if the produced learning material was feasible was the aim of this study. This study uses the ADDIE approach for research and development. Experts in media and content were the study's subjects. Validation sheets are the data gathering methods. The media expert validation findings are also in the good category, as are the outcomes of the material expert feasibility evaluation.

Keywords: Development, Learning Media, Feasibility

1. Introduction

Human resources drive technological advancement, and human resources are reliant on education. To build a culture that is intelligent and high-quality, education is essential. One of the crucial areas that has to be addressed in any nation is education. Because education is an endeavor to produce great human resources, advancements achieved in education will decide a nation's growth or regression. One of Indonesia's universities, State University of Medan, is tasked with turning out competitive graduates who would become excellent teachers. The goal of State University of Medan, one of Indonesia's universities, is to produce competitive graduates who are competent instructors. The Elementary School Teacher Education Department of State University of Medan is a vital component that helps the university fulfill its mission. College students may build a high graduation profile by being assisted in cultivating their critical thinking skills, which are also critical life skills. One critical thinking ability that all college students must possess is this one. It focuses on learning goals that are broadly grounded, useful, tangible, and significant in preparing college students for difficulties in the future, especially the industrial revolution (4.0). The quality of learning is evaluated by mastery of learning, which is derived from the actual learning process and its consequences.

Technology is used in the field of education in all aspects of planning, organizing, carrying out, and monitoring. Learning media now come in a wider variety of formats and applications thanks to technology, which helps teachers better inform

pupils [1]. The introduction of technology and multimedia has altered how teachers impart knowledge and how students absorb it. A more efficient method of using multimedia to communicate and distribute information [2]. The creation of multimedia apps has now provided fresh perspectives on the process of learning and has the potential to inspire people to generate information and new knowledge in novel ways [3]. The Bilingual Learning course at the Elementary School Teacher Education Department, Faculty of Education, State University of Medan, however, is primarily made up of PowerPoint learning materials, which makes college students less motivated and interested in learning, which ultimately results in an ineffective learning process and the failure to meet learning objectives. These observations were made during the course. As a result, focus needs to be placed on the level of college students, how they develop their potential as individuals, and how they employ engaging, varied, and innovative learning resources. This learning medium may initiate a fun learning process that leads to the achievement of learning outcomes and the development of an efficient learning process. Hamidjojo and Lathuru (in Arsyad) propose that the media serves as a medium via which people transmit or disseminate ideas, concepts, or views in order for such ideas to reach their target audience [4]. According to Miarso, learning media are all tools that may be utilized to convey messages and pique students' interest while also stimulating their ideas, feelings, and readiness to learn in order to promote a purposeful, intentional, and controlled learning process [5]. Therefore, the Elementary School Teacher Education Department's Bilingual Learning course has to provide instructional materials. One of the optimization tactics that lecturers might employ is holding an attractively packed Articulate Storyline platform that is based on learning material.

The objective of this research is to develop a coherent narrative for a bilingual learning media course at the State University of Medan's Elementary School Teacher Education Department within the Faculty of Education. This is predicated on the previously provided background. This study attempts to determine the viability of the media-based articulative narrative created for the Bilingual Learning course in the State University of Medan's Faculty of Education's Elementary School Teacher Education Department.

2. Methods

In this examination, research and development were the methodologies employed. The process of developing new goods or improving trackable ones that currently exist is called research and development. These things can also be software, such models or computer programs for data processing, education in the classroom, libraries, or labs. They don't necessarily take the form of tangible objects or hardware, like textbooks, study guides, or lab or classroom aids. administration, evaluation, monitoring, training, and so forth [6]. This study makes use of Dick and Carey's ADDIE paradigm. The learning media-based Articulate Storyline at Bilingual Learning course at Primary School Teacher Education Department, Faculty of Education, State University of Medan, is the product that will be developed in this research. Validation sheets and observation sheets are the tools employed. The research had progressed to the development stage at the time this article was published, but because the lectures had just begun, the implementation and assessment stages had not yet been completed.

3. Results and Discussion

3.1 Results

3.1.1 Analysis Stage

Researchers start their hunt for possible issues with analysis. After that, an appropriate remedy will be looked for based on the issues that were observed. This stage is divided into two parts: performance analysis, which covers issues with learning activities, and needs analysis, which is a crucial step in figuring out what goals college students in CPMK and sub-CPMK categories must meet. Both analyses are used to identify solutions for the issues discovered.

3.1.2 Design Stage

At this point, the researchers start to identify the suitable answer, which will take the shape of a product described in the plan, based on the issues that arise in the field. In order to facilitate the development process at the next stage, researchers created an outline of the media content that would be presented in the learning media based Articulate Storyline. This outline was then created as a flow chart and a script.

3.1.3 Development Stage

Pre-production, production, and post-production are all included in the development stage. the process of creating educational materials using the screenplay developed during the design phase. The script's role is crucial since it acts as a manual for creating media. Articulate Storyline is the program that was utilized to create this educational material. Before it is immediately deployed in learning at this stage of development, validation is done with media and material experts to determine whether the learning medium is appropriate and whether the content complies with CMPK and Sub CPMK.

Medium and content specialists are provided product and assessment tools to determine the feasibility of the created learning medium. The following table shows the evaluations made by material specialists and media experts:

Table 1. Material Expert Validation Outcome

No.	Aspects	Score	Max Score	P (%)	Category
1	Material Suitability	19	28	67,8%	Good
2	Language Suitability	9	12	75%	Good
	Average			71,4%	Good

According to the material validation result table above, the applicability of the learning media's content has been evaluated with a percentage of 67.8%, meaning that it is comprehensive and compliant with both CPMK and Sub CPMK. The evaluation for the language's appropriateness in learning media has a 75% rating, indicating that the content uses communicative language. Based on this assessment, it can be determined that the learning materials have an evaluation of 71.4%, indicating that they are appropriate for use in the process of learning activities in the course on bilingual learning; however, revision notes need to be followed up on in order to make the

materials even better. The material expert's correction notice is as follows:

Table 3. Results of Media Expert Validation

No.	Aspects	Score	Max Score	P (%)	Category
1	Display Design	41	48	85,4%	Very Good
2	Audio	9	12	75%	Good
3	Ease of Media Use	10	12	83,3%	Very Good
Average				81,23%	Good

The display design aspect of learning media has an assessment with a percentage of 85.4%, which indicates that the display design has the proper display composition, menu and button location, as well as size, color, and type of font. This information can be interpreted from the media validation result table above. With a 75% evaluation in the audio category, the audio is deemed to have high accuracy and clarity in relation to the content. The medium has an evaluation of 83.3% for ease of use, indicating that it is user-friendly and can support college students in their teaching and learning endeavors. Based on this evaluation, it can be inferred that the learning materials have an evaluation of 81.23%, indicating that they are appropriate for use in the course's learning activities.

3.2 Discussion

The results of the research demonstrate that college students can effectively use Articulate Storyline, a learning tool that has been developed. The findings of this study are also consistent with an article published in 2017 by I Wayan Dirgantara, P Wayan Arta Suyasa, and I Nengah Eka Mertayasa titled "Development of Learning Media to Build Flat Side Spaces Based on Articulate Storyline 3 in Class VIII Mathematics Subjects at Undiksha Lab Middle School." In that article, learning content was tested by experts and received a score of 1.00 in the "Very Valid" category, as did the results of testing by media and learning design experts. As a result, this learning media is appropriate for use in the process [7]. Similar to how one material expert and one media expert have evaluated the viability of learning a media-based narrative called Articulate Storyline. Media experts gave the feasibility an equally high rating of 81.23%, while material experts gave it a good rating of 71.4%. The evaluation's conclusions show that the State University of Medan's Elementary School Teacher Education Department's Faculty of Education can effectively utilize the learning resource Articulate Storyline.

4. Conclusion

There are several steps involved in this research and development process: analysis, design, development, implementation, and assessment. The implementation and assessment stages, however, cannot yet be completed because this semester's lectures began in August. Until this article is published, the study will only have reached the development stage (feasibility test). Performance analysis and needs analysis are included in the analysis step. A media content overview, a material description, a flow

map, a media script, and the development of research instruments are all included in the design stage. Pre-production, production, and post-production are all included in the development stage. The material expert's validation data resulted in a percentage of 71.4%, which was placed in the good category with revisions. The media expert's validation data resulted in an 81.23% percentage in the good category.

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