Development of Interactive Learning Media Based on Local Wisdom with Articulate Storyline Assistance Theme 7 the Beautiful Diversity in my Country

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Abstract: The problem with these studies is that they use activities and learning resources and infrastructure that are not optimized. Learning materials used by teachers especially thematic learning tools are limited to printed images and never technology based learning tools. This study uses the ADDIE development model for research and development which is divided into 5 stages: analysis design development implementation and evaluation. The subjects of this study are his predecessors media validation specialists materials experts education practitioners and his predecessors elementary school students. The research tools used for data collection are observation interview questionnaire tests and documentation. The results showed that the Articulate Storyline interactive learning media was "Very Eligible" with details of the percentage of eligibility obtained from media experts of 98.6% with the "Very Eligible" criteria, material experts at 88% with the "Very Eligible" criteria, education practitioners with the criteria "Very Practical", and student learning outcomes after using the Articulate Storyline learning media have increased with the acquisition of a post test score of 100% with the criteria of "Very Eligible". Therefore, it can be concluded that the interactive learning media Articulate Storyline in theme 7 The Beautiful Diversity in My Country Class IV of 091505 Elementary School Afdeling C Balimbingan is suitable to use in teaching and learning process.

Keywords: Interactive Learning Media, Local Wisdom, Articulate Storyline

1. Introduction

The demand for teacher professionalism has a major impact on educational change. Teachers are required to be able to keep up with technological developments so that the learning provided to students can be in accordance with the development of the surrounding environment. The technology used in learning can be a very helpful medium for both teachers and students in the learning process in the classroom. According to Betty (2021, p. 70) reveals that when teachers only deliver material, the student's learning experience as a benchmark in achieving learning goals is not fully fulfilled, so education seeks supporting facilities, one of which is learning media for each meeting by designing media objectives, material, the effectiveness of the media, as well as the characteristics of students. The process of realizing a human with character can be done by choosing a model or learning media that suits the needs of students, so that student learning outcomes can meet success in learning.

The development of innovation that must be applied by teachers is to create active, innovative, effective, productive, and fun learning media. So the role of the media in the

learning process is as a tool used to make students interested in participating in learning activities and can improve the quality of teaching. Therefore, the role of the media as a source is very important to convey the message to be conveyed to the recipient of the message. Creating students who are able to face challenges requires serious efforts structural and extra supervision in order to prepare students who are able to deal with these situations. In 21st century learning, teachers must be able to use technology-based learning media in order to implement 4C competencies (communication, creativity, collaborative, critical thinking and problem solving) in students, so that the media used by teachers is not only print media but is able to using technology media.

One of the teaching methods that can be used in the learning process elementary school children is to use interactive multimedia. Based on capacity, media integrity, and communication, interactive multimedia can be easily implemented as a suitable tool for information gathering, communication and knowledge construction. Interactive multimedia is a variety of media that has control in its operation according to the wishes of the user, so that the user is able to want the next steps. Users will also get feedback according to the selected option, where the information can be in the form of data formats such as text, images, video, audio, and others. Interactive multimedia that can be developed to facilitate the collection of information in knowledge is the interactive multimedia Articulate Storyline. Articulate storyline software is used as a presentation and communication tool in the learning process.

Learning media based on local wisdom will have a better impact in improving student learning outcomes. This is because learning based on local wisdom can give the impression of a more conceptual learning so that students can more easily understand the material being studied. Local wisdom is able to provide local area ideas with good value, virtuous meanings that have been widely applied by local communities. According to Prasetio (2013 p. 3) environmental art-based education is a conscious effort to intelligently explore and use the potential of the environment to create learning environments and learning processes. Active growing. Their technical knowledge and approach. In an effort to participate in government and government building.

Based on the results of initial observations in the data collection process carried out by researchers at 091505 Elementary School Afdeling C Balimbingan, Tanah Java District in December 21, 2021, it turns out that there are still many problems that arise in teaching and learning activities both in the use of facilities and infrastructure that have not been maximized. When delivering the media material used by the teacher is only limited to pictures that are printed out, such as explaining the attitude of tolerance in ethnic diversity through pictures of people who are showing respect for differences between one tribe and another through pictures. which is printed, so that it can trigger student interest in learning to decline and student learning outcomes to be low.

The researcher conducted an interview with the fourth grade teacher at 091505 Elementary School Afdeling C Balimbingan, Tanah Jawa District, Simalungun Regency, showed that student learning outcomes were still relatively low. This can be seen from the daily test scores and assignments in Topic 7 The Beauty of Diversity in My Country Subtopic 1 Learning 3 Indonesian Language Content Social Studies and PPKn Content that has not yet reached the set value of KKM. Following are the daily test results for Primary IV students on Topic 7 content: The Beauty of Diversity in my Country.

Table 1. Obtaining Class IV Student Learning Outcomes at 091505 Elementary School

No	KKM	Criteria	Amount of Students	Percentage
1	≥73	Completed	10	40%
2	≤73	Not yet	15	60%
3	Amount of Students		25	100%

Based on Table 1.1 it can be seen that the learning outcomes of students in the fourth grade students at 091505 Elementary School Afdeling C Balimbingan, Tanah Jawa District, Simalungun Regency with the criteria to complete KKM up to 10 students or 60% of 25 students. From the table above, it can be seen that there are still many student scores that do not meet the Minimum Completeness Criteria (KKM). This was also stated by the fourth grade teacher that teachers still very rarely use learning media as a facility in delivering material, the teacher explains the material only through textbooks and blackboards. Therefore teachers should provide learning tools as aids to learning activities so that students can play an active role and increase students interest in participating in learning activities. Based on the above, the researchers developed learning media based on local wisdom with the help of media in the form of interactive multimedia Articulate Storyline.

Learning media based on local wisdom assisted by Articulate Storyline for subjects in the thematic topic 7: the beauty of diversity in my country is a medium that can be developed for fourth grade students at 091505 Elementary School Afdeling C Balimbingan, Tanah Jawa District, Simalungun Regency. Articulate Storyline is a multimedia authoring tool used to create interactive educational media containing images text video graphics audio animation and other content. This local wisdom-based learning media assisted by Articulate Storyline is also expected to be able to provide progress for students in improving learning outcomes and students to be more focused in achieving learning goals and helping students to know local wisdom, especially the local wisdom of North Sumatra, Simalungun Regency. Therefore it is hoped that by incorporating local wisdom the students will be able to preserve the richness of Simalungun art and culture. As a result students are able to respect the diversity that exists in the community and tolerate each other.

2.   Research Methods

Research and development is used in this study where this research is a step to test the feasibility of making a product or developing an existing product and using the product. This development research has steps by studying research related to the product to be developed, making observations that encourage the development of a product, testing a product to be used, then improving the product that has been evaluated by product validation experts to produce test data that the product has met the criteria for development, so that it can produce products that have high usability in facilitating the community, especially in the field of education.

This research was developed using the ADDIE development model which shows the core stages in its development principles, namely: analysis(analyze), design, develop(ment), implement(ation), evaluation(evaluate). The expected product in this research is to produce learning media in the form of interactive multimedia packaged with the final result in the form of HTML 5 which can be accessed easily via online by loading PPKn, Social Sciences and Indonesian language materials in class IV 091505 Elementary School Afdeling C Balimbingan

Kec. Land of Java to be implemented for students. This research was conducted at 091505 Elementary School Afdeling C Balimbingan, Bah Kisat village, Tanah Java district, Simalungun regency, North Sumatra in the 2021/2022 school year. This research was conducted from April to June. The development of learning media carried out at 091505 Elementary School is based on the observation that in the learning process teachers have not used interactive multimedia as a means to encourage the effectiveness of the learning process in the classroom.

The subjects or targets in the implementation of this study were all fourth grade students at 091505 Elementary School Afdeling C Balimbingan, Tanah Jawa District with a total of 25 students. Research in this development uses the ADDIE development model which consists of 5 stages of research and development, namely analysis (analyze), design, develop(ment), implement(ation), evaluation (evaluate). Data analysis technique is a method used to process data into information so as to produce a conclusion. The data developed in the study used two data analysis techniques, namely qualitative and quantitative. Validity in research has 2 types, namely internal validity and external validity. Research that has internal validity is research that is methodologically carried out in the right way. (problems and potentials, theoretical basis, research methods, and how to draw conclusions are correct). Research results are said to have external validity if the research results can be applied to the real world that resembles the place under study. (Sugiyono, 2017, pp.177-178).

3.   Results and Discussion

This research was conducted at 091505 Elementary School Afdeling C Balimbingan which is located in Huta V Sinar Rejo, Nagori Bah Kisat, Tanah Jawa District, Simalungun Regency. The school is a state school with B accreditation and has 6 classrooms, 1 building which is divided into several rooms, namely the teacher's room, the principal's room, the library, and the administration room. This school also has 3 toilets, 2 school canteens, and 1 school field measuring 8 x 5 meters.

In this study, the researcher chose the fourth grade of elementary school with a total of 25 students. Where male students as many as 13 students, female students as many as 12 students. The facilities and infrastructure in the classroom consist of blackboards, cabinets, markers, erasers, teacher and student desks, teacher and student chairs, aswell as various image media that have been used in the learning process. The needs analysis in this study aims to determine the availability of learning facilities and infrastructure in 091505 Elementary School Afdeling C Balimbingan. At this stage the researchers carried out observations to analyze the school environment and student activities, interviews with fourth grade teachers at 091505. Elementary School.

From the results of interviews conducted with fourth grade teachers and observations by researchers, it can be concluded that the learning process carried out in the teacher's classroom is only using media in the form of pictures that are printed out and thematic package books only. Picture media are also not often used because the teacher only adjusts the material being taught, so the teacher has never made thematic media. With limited funds, teachers are also not very familiar with developing media. This makes teachers rarely use the media, so students are less enthusiastic in learning and choose to talk with friends in seatmate.

In addition, there is information from the principal that in the school there are still teachers who rarely use and develop learning media during the teaching and learning process. If the teacher uses learning media, the teacher uses the media more often for only one material, so that thematic learning itself is very rarely done. Even though schools facilitate projectors,

teachers rarely use them because they still have to adjust the material to be delivered. Based on the results of observations made by researchers that the needs analysis of fourth grade students of 091505 Elementary School Afdeling C Balimbingan requires learning media that can increase student learning motivation. With the media, students will be more enthusiastic and motivated in teaching and learning activities. Therefore, the researchers developed an interactive learning media based on local wisdom assisted by Articulate Storyline.

3.1 Media Development Interactive Learning Based on Local Wisdom Assisted by Articulate Storyline

This research is a type of Research and Development (RnD) research. The development model used in this research is the ADDIE model. The first stage is the analysis stage. In the analysis stage, here the researcher conducts needs analysis, learning device analysis, curriculum analysis, material analysis, and student analysis. This stage is carried out to obtain information and also the data collection process.

The second stage is the design stage. This stage is a stage in planning learning media that will be developedwith steps that include preparing lesson plans, making flowcharts, compiling materials, compiling questionnaire instruments and evaluation tools in the form of questions that are used as tests. The third stage is the development stage. At this stage, researchers create and develop products, namely Articulate Storyline interactive learning media with all the tools and supporting materials that have been provided. Here the researcher also makes a useful guidebook to make it easier for teachers to operate the learning media. After the media is complete, then the next step is to validate the learning media by media experts, material experts and education practitioners.

The fourth stage is the implementation stage. At this stage the aim is to determine the student's response to the Articulate Storyline interactive learning media. Here students do a pre-test before to see how far the students' ability to the material to be explained, after that students do a post-test after listening to the learning media with the aim of seeing an increase in learning outcomes using the media. The fifth stage is the evaluation stage. At this stage, an evaluation of the development and feasibility of the Articulate Storyline interactive learning media product was carried out. Development evaluation was carried out by media experts, material experts, education practitioners, as well as the results of students' pre-test and post-test scores. The final result of the evaluation stated that the Articulate Storyline interactive learning media was feasible to be used as a teaching tool in elementary schools.

3.2 Feasibility of Interactive Learning Media Based on Local Wisdom Assisted by Articulate Storyline

The feasibility obtained from the Articulate Storyline interactive learning media was obtained from the results of the feasibility test data by media experts, material experts, education practitioners, as well as the results of the students' pre-test and post-test. The eligibility data can be described below:

a. Data obtained from validation results by media experts, namely Mr. Tri Wahyu Purnomo, S.Pd., M.Pd. The first validation stage was carried out on May 25, 2022 face-to-face with a score of 70 out of a maximum score of 75 with a percentage of 93.3% so that it was categorized as "Very Eligible". However, revisions still need to be madeso that the media developed is better. Furthermore, the second validation was carried out on May 27, 2022, with the acquisition value of 74 out of a maximum score of 74 with a percentage of 98.6% and categorized as "Very Eligible".

b. The data were obtained from the validation results by material experts, namely Mr. Faisal, S.Pd., M.Pd. The first validation stage was carried out face-to-face on May 31, 2022 with a score of 36 out of a maximum score of 50 with a percentage of 72% so that it was categorized as "Eligible". Therefore, it is still necessary to make revisions in accordance with the criticisms and suggestions by the validator. Furthermore, the second stage of validation was carried out on June 2, 2022 with a score of 44 out of a maximum score of 50 with an eligibility percentage of 88% so that it was categorized as "Very Eligible".

c. Data obtained from validation by education practitioners by Mrs. Nabila, S.Pd. This validation stage was carried out face-to-face on June 10, 2022 with a score of 73 out of a maximum score of 75 with a feasibility percentage of 98.6% so it was categorized as "Very Eligible".

Based on the results of the data described above, it can be concluded that interactive learning media based on local wisdom assisted by Articulate Storyline in Theme 7 Sub-theme 1 Learning 3 is categorized as "Very Eligible" to be used as a means of supporting teaching and learning activities in class IV of 091505 Elementary School Afdeling C Balimbingan. This is also supported by research and development by Rika Kurnia Sari (2021) which produces a product in the form of interactive learning media based on Articulate Storyline. Based on the results of research developed by previous researchers that the media can help teachers in providing material and make it easier for students to understand learning materials and can attract students' attention and interest in learning. In this development research, previous researchers obtained a percentage score of 78% from media experts and 81% from material experts. The advantage of the Articulate Storyline interactive learning media that was developed by previous researchers is that there are learning games related to the material described, so that students can be motivated by the games contained in the material. Comparing with the results of previous studies, the development carried out by researchers has advantages, namely:

a. The results of the validation carried out by media experts and material experts get a higher percentage score than the development carried out by previous researchers.

b. In the material section, the researcher relates local wisdom to the subject matter, so that students are more familiar with the environment in which they live.

c. The shortcomings of the development carried out by researchers are inadequate network limitations, causing the implementation of the media to take a long time.

3.3 Effective Use of Articulate Storyline Interactive Learning Media

The effectiveness of Articulate Storyline interactive learning media can be determined by means of product trials. At this stage, the researcher used a learning outcome test. Where the validity of a test has an influence on student learning outcomes. Therefore, the researcher conducted a validation test first. The product trial was carried out after the researcher gave a pre-test to the students with the aim of seeing the extent to which students' knowledge of the material to be explained. At the time of product testing, the teaching and learning process was carried out by discussing the material on the diversity of ethnicities and religions in Indonesia and the attitude of respecting differences. Then students listen to the interactive learning media Articulate Storyline through a projector screen in front of the class. After the teacher and students finished listening to the learning media, the researchers distributed 15 multiple-choice questions as a post test to see the extent of students' knowledge after being treated to the product and listening to interactive learning media based on local wisdom assisted by Articulate Storyline.

The trial phase of the product was conducted in class IV at 091505 Afdeling C Balimbingan

Primary School. Product test results show that student's learning outcomes reach her 100% perfection. On the other hand, when the pre-test was administered, only 24% of students completed it completely. These results show that the student's learning outcomes improved by 76% before and after using interactive learning media. From the results of the average post-test scores performed, the learning process improved student learning through the use of supportive facilities in the form of interactive learning mediums and articulated storylines developed "very effectively" We can conclude that it is used for result.

This is supported by research by Arum Donna Safira (2021). This development study aims to create interactive learning media based on Articulate Storyline. Based on the results of development tests conducted by previous researchers, the learning media received an average rating of 95% from media experts, materials experts, and learning design experts. The evaluation of the data obtained from the summary results of the questionnaire by the students is 99.4% as the evaluation level of the learning medium, which can be classified as very practical.

3.4 Practicalization of the Use of Interactive Learning Media Based on Local Wisdom Assisted by ArticulateStoryline

To find out the practicality of interactive learning media based on local wisdom assisted by Articulate Storyline, the researcher gave a response questionnaire to the class teacher. There are four aspects that are assessed, namely aspects of material content, aspects of media attractiveness, aspects of material presentation, and language aspects with each having a value scale of 1-5 by obtaining a total score of 73 from a maximum score of 75 with a percentage of 97.3% and including in the "Very Practical" category. So it can be concluded that the interactive learning media assisted by Articulate Storyline is determined to be feasible without revision and can be used as a supporting tool in the learning process in grade IV Elementary School.

This is supported by the development carried out by Prinkalia Arwanda (2020) which produces Articulate Storyline learning media products for the 2013 curriculum based on the competence of 21st century students. The trials conducted by previous researchers using the Articulate Storyline learning media obtained responses that were in accordance with 21st century learning. to achieve competencies that can train students to be independent and think critically in solving problems, creatively and innovatively. The results of the teacher's response to the learning media that have been developed by previous researchers obtained an average total score of 4.73. This shows that the learning media developed is very practical to use in helping the process of learning activities.

4. Conclusion

Based on the results of research and research discussion Development of Interactive Learning Media Based on Local Wisdom Assisted by Articulate Storyline Theme 7 The Beauty of Diversity in My Country Class IV of 091505 Elementary School Afdeling C Balimbingan Tanah Jawa District School Year 2021/2022, it can be concluded as follows:

a. The validation interactive learning media based on local wisdom with the support of Articulate Storyline on the beauty of diversity, subtheme 1 learning 3, sub-theme 1 learning 3, theme 7 for 4th grade elementary school students The results can be evaluated as "very appropriate". For use in a learning process validated by media expert validators and theory experts.

b. The effectiveness of interactive learning media based on local wisdom is supported by Theme 7 articulate storyline. The beauty of my country's diversity, sub-theme 1 Learning for Grade 4 Elementary 3, can be 'very eligible' in the learning process. These results are

evident from the increased post-test mean scores compared to pre-test scores.

c. The Practicality of Interactive Learning Media Based on Local Wisdom: A Clarification on Theme 7 Beauty of Diversity, Sub-Theme 1 Learning 3 for Grade 4 Elementary, Developed Based on Research by Educational Practitioners. followed by interactive learning media powered by Articulate Storyline "Very Practical" to support classroom learning.

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