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The effectiveness of interactive learning media on dance dynamics material using articulate storyline 3 in elementary schools

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ABSTRACT

Media in the learning process is an important component as a delivery of material, so that media must be packaged creatively and follow the development of the times. However, in reality, teachers have not utilized technological advances optimally in utilizing learning media in the classroom. The objectives of this study are 1) to develop learning media based on the articulate storyline 3 application on the content of art and culture lessons, 2) to describe the feasibility of learning media based on the articulate storyline 3 application on the content of art and culture lessons, 3) to describe the practicality of learning media based on the articulate storyline 3 application on the content of art and culture lessons, 4) to describe the effectiveness of learning media based on the articulate storyline 3 application on the content of art and culture lessons. The development research method uses the ADDIE development model using five stages, namely: analysis, design, development, implementation and evaluation. The subjects of this study were grade III students of SDN Tegalrejo 01. Data collection instruments used questionnaires, test questions, observations and interviews. The results of the study showed that the study had gone through 5 stages, namely analysis, design, development, implementation and evaluation. Based on the results of the study on the feasibility of learning media based on the articulate storyline 3 application on the content of SBdP lessons, it obtained an assessment from media experts of 96.67%, an assessment from material experts of 94% and an assessment from language experts of 90%. The results of practicality obtained from teacher assessments were 90.9% and student assessments were 91.28%. The results of effectiveness were obtained from pretest and posttest assessments. The pretest assessment obtained a percentage of 52 and the posttest assessment obtained a percentage of 94. Based on the results of these assessments, the learning media was considered feasible, practical, and effective to be used as learning media in the classroom.

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Introduction

Elementary education is the beginning of the learning process given to children, although before entering elementary school children will study in kindergarten to introduce the school environment. According to (Agus, 2020) elementary education is a learning process and a learning process for students to be able to develop their abilities to have abilities in terms of knowledge, social, and spiritual. These abilities will be achieved through teaching and learning activities in the classroom.

Learning is a process to acquire knowledge and information, while teaching is an interactive process between students and teachers, with learning materials, teaching methods, learning strategies and learning resources in the learning environment (Windi Anisa et al., 2020) . The components in learning consist of students, teachers, learning objectives, subject matter, methods, learning media, learning resources, and evaluation (Dolong, 2016). One of the learning components used during the implementation of learning is learning media. In the implementation of learning in general, teachers are required to use tools or accompanying media as intermediaries in delivering learning materials. According to (Winangsih and Harahap 2023) to realize the interaction between students and teachers is established easily and learning will achieve learning objectives, then in the learning process there must be the use of learning media. In addition, students and teachers can facilitate their communication through learning media (Febrianti et al., 2021) .

Learning media is an alternative way that can help the learning process to be more optimal (Fadilah et al., 2023) . The learning media that are currently developing are also diverse in type, ranging from visual media, audio media, to audio-visual media. Various types of media can be used by teachers as learning media when delivering lesson materials so that learning seems more interactive and active. According to (Permansah & Murwaningsih, 2018) digital learning media is a learning media that combines technology packaged in the form of software with the aim of providing information for students. One of the subjects that has information content in the form of material descriptions and skills is Arts and Crafts learning. In the 2013 curriculum, Arts and Crafts learning merges into one unit in an integrated theme, for the Arts and Crafts content at the 3rd grade level teaches about the material on dance movement dynamics. Through the material on dance movement dynamics, students will learn various examples of variation movements in regional dances. The dynamics of dance movements are changes that occur in a dance due to variations in a dance so that it gives an interesting and non-monotonous impression.

Based on the results of observations conducted at SD Tegalrejo 01. The researcher conducted interviews with class III teachers. The results of the interview stated that learning in class III of SDN Tegalrejo 01 uses the 2013 curriculum. During the observation activity, the researcher observed that the learning media used by teachers were still limited to images in the theme book and sometimes teachers used YouTube videos as learning media. Learning media at SD Tegalrejo 01 also included LCD projectors and computer labs to support learning activities. However, even though technology has developed rapidly and is available in schools, such as SD Tegalrejo 01, its use in daily learning is still very limited. This creates a gap between the great potential of educational technology and the reality in the field. In recent years, technological advances have revolutionized the world of education. Technology provides opportunities for the development of more interactive and effective learning media, especially for materials that require visualization and direct student involvement, such as learning dance movement dynamics.

Previous research has shown that traditional teaching methods are often less effective in delivering dynamic materials such as dance movements. This results in difficulties for students in understanding the variations of movements in depth. The use of interactive media based on Articulate Storyline 3 is expected to bridge this gap, by combining visuals, audio, and animations that enrich students' learning experiences. Software that can be used for interactive learning media is the articulate storyline 3 application. The articulate storyline 3 application has the advantage that it is easy to operate for both experienced and beginners, this application has quite complete features in adding various files or video images, and has a quiz maker feature (Indriani et al., 2021) . Previous studies on the use of technology in learning have shown positive results, as found by Permansah & Murwaningsih (2018) and Febrianti et al. (2021). However, research that specifically examines the use of Articulate Storyline 3 in the context of SBdP learning is still very limited . Researchers developed learning media based on the Articulate Storyline 3 application for material dynamics of dance movement in Arts and Crafts subjects that will be packaged in interactive learning media that are in accordance with the 2013 Curriculum which emphasizes thematic learning by requiring active involvement of students in the learning process. Therefore, interactive learning media supports learning dynamic materials such as dance movements. The dynamics of dance movements are one of the important materials in Arts and Crafts, because they involve understanding movements that require visual and kinesthetic demonstrations. Traditional teaching that only relies on static images or verbal descriptions is often not enough to help students understand the variations of movement in depth.

The media development updates that will be developed by researchers are in terms of differences in material with previous research and there is a *login menu* on the initial display of learning media, music, images, videos, and material summaries. And this research is unique because it develops learning media based on *Articulate Storyline 3* which is specifically designed for dance movement dynamics material, which has not been widely studied in previous research. The results of this study are expected to provide innovative solutions in SBdP learning in elementary schools. Based on the explanation above, the objectives of this study include 1) to develop

learning media based on *the Articulate Storyline* 3 application in the subject of Arts and Culture for Grade 3 at the elementary school level. 2) to determine the feasibility of learning media based on *the Articulate Storyline* 3 application in the subject of Arts and Culture for Grade 3 at the elementary school level. 3) To determine the practicality of learning media based on *the Articulate Storyline* 3 application in the subject of Arts and Culture for Grade 3 at the elementary school level.

Method

R&D or development using the ADDIE model. According to (Rusmayana, 2021) the ADDIE development stages include *analysis* , *design* , *development* , *implementation* and *evaluation* . Researchers choose this model , because the ADDIE model is more suitable used compared to with the Dick and Carey model or the 4D model in situation that requires flexibility , evaluation sustainable , and adjustment fast . More ADDIE structure simple with five stages main make it easier developer For do revision and adaptation throughout the development process . In addition , this model more versatile , because can applied in various context , both in formal education , training organization , as well as development based on technology . While the Dick and Carey model is more complex and specific For formal education , as well as a more advanced 4D model focus on development product instructional , ADDIE offers balance between simplicity and effectiveness , making it more choices flexible For various project development learning .

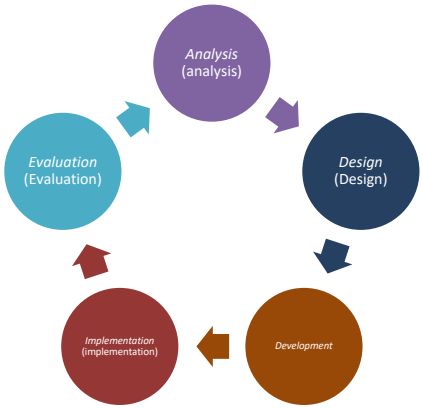


Figure 1ADDIE Stage Procedure

Based on the ADDIE model stage image above, the first stage, namely *analysis* , is a stage to identify needs and problems at SDN Tegalrejo 01 by researchers conducting observations and interviews with teachers. The second stage, namely *design,* is a stage where researchers create material designs made in *Microsoft Word software* and create *flow diagrams* or media flows in *Microsoft Power Point software.* In addition, researchers prepare assessment instruments or questionnaires to assess the developed learning media. The third stage, namely *development,* is a stage where researchers create learning media in applications and carry out validation assessments with media, material and language experts. The learning media produced by researchers by creating products in *the articulate storyline* 3 application. Learning media is made by adding images, videos, animations, text and *backgrounds* . The fourth stage, namely *implementation,* is a stage carried out by researchers to conduct product trials on user subjects. And the fifth stage, namely *evaluation,* is a stage to find out feedback from the learning media that has been developed.

This study was conducted on 25 third grade students aged 8-9 years. In general, third grade students are already able to understand how to use digital media. This study used a random sample where each individual or element in the population has an equal opportunity to be selected as a sample. This aims to ensure fair representation of the population as a whole, reduce bias, and increase the validity of the research results. Development of learning media based on *clear storyline applications 3* using dance movement dynamics material in third grade semester 1. This material is found in Theme 4 Subtheme 2 Learning 1. Researchers developed this learning media to help students easily understand the material through learning media containing images, videos, audio and animation. Product development will be carried out at the validation stage by involving 3 experts, namely media experts, material experts and language experts. Media experts are expert lecturers in the field of learning media development. Linguists are expert lecturers in the field of linguistics. Material experts are expert lecturers in the field of art and culture material. The purpose of validation is to assess the feasibility of the learning media product being developed. After the product goes through the validation stage and is deemed feasible, it can be tested on teachers and students.

The trial was conducted in two stages, namely a limited field product trial and a broader field trial. The researcher will conduct a trial on teachers first before conducting a limited field trial until the media is declared good for students. In the limited trial, the researcher involved 3 students of grade III SDN Tegalrejo 01, while in the broader trial, the researcher involved 25 students of grade III SDN Tegalrejo 01. The media expert test subjects were conducted by lecturers who were experienced in the field of learning media. The material expert test subjects were conducted by lecturers who were experienced in the field of art and culture. Then, the language expert test subjects were conducted by lecturers who were experienced in the field of language. The user test subjects were teachers and students of grade III SDN Tegalrejo 01. This research was conducted in the 2023/2024 academic year at SDN Tegalrejo 01.

This study uses two types of data, namely qualitative data and quantitative data. According to (Hadi 2020) Qualitative data is data that is not in the form of numbers and cannot be calculated mathematically. While quantitative data is data that has changes in its price properties. (Hadi, 2020) . Data collection instruments include questionnaires, test questions, observations and interviews. A questionnaire is a collection of questions or statements that will be filled in by respondents to provide responses according to the researcher's wishes (Syarifuddin et al., 2021) . Test questions are a tool that aims to calculate the achievement of results according to learning objectives (Utomo, 2019) . Observation is an observation activity that aims to collect information about an event through the five senses (Bagus et al., 2016) . Interviews are the collection of various information through several questions about an event (Bagus et al., 2016) . Data analysis techniques include qualitative data, quantitative data and inferential statistical data (t-test).

Qualitative data analysis techniques are used to process the assessment results from experts, teachers, and students. The data obtained are in the form of responses, comments, and suggestions related to the development of *learning media based on the articulate storyline* 3 application. Quantitative data analysis techniques are used to analyze the assessment score results from the questionnaire sheets of media experts, material experts, language experts, teachers, and students. The resulting scores will be measured using *a Likert scale of* 1 to 5 points (Sukendra & Atmaja, 2020) .

Table 1 Likert Rating Scale

Information	Scale Value
Very good	5
Good	4
Quite good	3
Not good	2
Very Bad	1

Source: (Sukendra and Atmaja 2020)

Quantitative data analysis in this study is divided into two, namely feasibility analysis and practicality analysis. To calculate the percentage of feasibility and practicality using calculations according to (Sugiyono, 2018) as follows:

$$\textbf{Percentage} = \frac{\textit{Skor yang diperoleh}}{\textit{Skor Maksimal}} \textbf{100\% of}$$

Feasibility analysis is used to calculate the validation results from media experts, material experts, and language experts. The criteria for determining the feasibility of learning media can be seen in the following table:

Table 2 Product Eligibility Assessment Criteria

Percentage (%)	Eligibility Level
90%-100%	Very valuable
80%-89%	Worthy
65% - 79%	Quite Decent
55% - 64%	Not feasible
≤ 54%	Not feasible

Source: Purwanto (2010) in (Menrisal and Utami 2019)

Practicality analysis is obtained from the results of teacher and student assessments of learning media. The criteria for determining the practicality of learning media can be seen in the following table:

Table 3 Product Practicality Assessment Criteria

Percentage (%)	Criteria
86% -100%	Very Practical
76% - 85%	Practical
60% - 75%	Quite Practical
55%-59%	Less practical
≤ 54%	Not practical

Source: Purwanto (2010) in (Menrisal and Utami 2019)

Table 4 Media Expert Validation Assessment Instrument Grid

Assessment Aspects	Indicator	Item Number	Number of Questions
Software	This application is easy to use	1	1
	Easy to install on Android devices and browsers	2	1
Media Components	Learning indicators and objectives are in accordance with the scope of dance movement dynamics material.	3	1
	The course material is presented clearly and is easy to understand.	4	1
Visual Communication	The images and videos used are in accordance with the scope of the material on dance movement dynamics and the characteristics of elementary school students.	5	1
	Navigation images are clearly visible to users	6	1
	Media looks interactive when used by users	7	1
Beauty	The text and graphics used are appropriate to the characteristics of elementary school students.	8	1
	The layout and *layout* is easy for users to understand.	9	1
	The colors used are in accordance with the characteristics of elementary school students	10	1
Navigation	Easy navigation in operation	11	1
	Consistent navigation forms	12	1
	Amount		**12**

Modified from the journal (Ritonga et al. 2023)

Table 5 Grid of Material Expert Validation Assessment Instruments

Assessment Aspects	Indicator	Item Number	Number of Questions
Compatibility of materials with KI and KD	Description of KI and KD according to the scope of dance movement dynamics material	1	1
	Completeness of the material according to the scope of the material on dance movement dynamics	2	1
	The depth of the material is in accordance with the scope of the material on dance movement dynamics.	3	1
Material coverage	The material is explained conceptually and defined.	4	1
	For example, according to the scope of the material on dance movement dynamics	5	1
	Material according to students' ability level	6	1
Supporting materials	The material on dance movement dynamics is presented in an interesting way.	7	1
	Supporting materials increase students' insight into the dynamics of dance movements.	8	1
	There is feedback in the form of *a quiz*	9	1
	There are supporting videos about the dynamics of dance movements.	10	1
Amount			10

Modified from the journal (Ritonga et al. 2023)

Table 6 Grid of Language Expert Validation Assessment Instruments

Assessment Aspects	Indicator	Item Number	Number of Questions
Easy	Correctness of structure in sentences	1	1
	Language standardization	2	1
	Sentence effectiveness	3	1
Interactive materials and dialogue	Sentences can motivate students	4	1
	According to the intellectual abilities of students	5	1
	Understanding messages or information	6	1
Language rules	Spelling accuracy	7	1
	Grammatical correctness	8	1
Amount			8

Modified from the journal (Ritonga et al. 2023)

Table 7 Grid of Teacher Practicality Assessment Instruments

Assessment Aspects	Indicator	Item Number	Number of Questions
Material	The material is in accordance with the description of KI and KD regarding the dynamics of dance movements.	1	1
	Sentence structure and language are easy for users to understand	2	1
	The material on the dynamics of dance movements is explained specifically.	3	1
	Supporting images can help explain the dynamics of dance movements.	4	1
	The examples given are in accordance with the material on dance movement dynamics	5	1
	The text is clearly readable	6	1
Media	Designing learning media according to the characteristics of elementary school students		1
	Selection of applications that are easy for users to use	7	1
	Text size and font type are appropriate	8	1
	Interesting supporting videos	9	1
	Easy to navigate navigation	10	1
	Amount		**10**

Modified from the journal (Ritonga et al. 2023)

Table 8 Grid of Student Practicality Assessment Instruments

Assessment Aspects	Indicator	Item Number	Number of Questions
Media	Attractive learning media display	1	1
	Learning media is easy for students to use	2	1
	Easy navigation directed by students	3	1
Material	The material presented is easy to understand	4	1
	There is *a quiz* to measure knowledge about dance movement dynamics.	5	1
Language	The language used is easy for students to understand	6	1
	The text contained in the media is clear and easy to understand.	7	1
Interest	Learning media fosters students' enthusiasm for learning.	8	1
	Learning media is not boring	9	1
	Learning media helps students understand the dynamics of dance movements	10	1
Amount			10

Modified from the journal (Ritonga et al. 2023)

The inferential statistical data analysis technique (t-test) was carried out to determine the level of effectiveness of the development of learning media in class III of SDN Tegalrejo 01 before and after using *learning media based*

on articulate storyline 3. The effectiveness data was obtained from the use of pretest and posttest questions related to the material developed in the learning media.

The pretest and posttest scores obtained were then analyzed using a t-test in order to determine the difference in changes between the pretest and posttest score results. In the previous t-test analysis stage, the data was tested for its prerequisites, namely the data normality test. At the data normality test stage, it is used to determine whether the data is normally distributed or not. The technique for testing data normality can use the Kolmogorov Smirnov test. The Kolmogorov Smirnov test is a goodness-of-fit test which means paying attention to the suitability of a particular theoretical distribution (Nuryadi et al., 2017) . After the normality test is carried out, the hypothesis test or t-test is then carried out. The t-test formula according to (Sugiyono, 2018) is as follows:

$$t_{count} = \frac{\bar{x} - \mu 0}{S / \sqrt{n}}$$

Information :

$\bar{x}$ = Sample mean
μ0 = Population mean
S = Sample standard deviation
$\sqrt{n}$ = Amount of data

t_{count} result is then compared with the t_{table} with a significance level of 5%. The significance test is based on $|t_{count}| > t_{table}$.

H_0 : The ineffectiveness of using *learning media based on picture story applications* 3
H1 : There is effectiveness in using *learning media based on picture story applications* 3 Indonesian

Hypothesis:

H0 : is μ1 = μ2
H1 : Indonesian μ 1 ≠ μ 2

Decision:

If $t_{count} \geq t_{table}$, then $H0_{is}$ rejected and $H1_{is}$ accepted.
If $t_{count} \leq t_{table}$ l, then H_0 is accepted and H_1 is rejected.

Results and Discussion

This development research was conducted in class III of SDN Tegalrejo 1. The research subjects were 25 students. The development of learning media based on the articulate storyline 3 application through 4 stages by adapting the ADDIE model, namely analysis , design , development , implementation , evaluation. In the analysis stage, the researcher conducted an analysis related to the curriculum, teacher characteristics, student characteristics, and learning media used in the learning process. In the curriculum analysis, the researcher found that the curriculum used by the school was the 2013 curriculum and implemented thematic learning, but this study only focused on one lesson content, namely Arts and Culture with material covering the dynamics of class III dance movements. This material is found in theme 4 subtheme 2 learning 1.

Table 9 Curriculum Analysis

Curriculum	Lesson Content	Basic competencies		Core Competencies	
Curriculum 2013	English: SBdP	3.3	Getting to know the dynamics of dance movements	3.3.1	Explain the dynamics of dance movements
		4.3	Showing the dynamics of dance movements	4.3.1	Practicing dance movement dynamics

In the analysis of teacher characteristics, teachers are still limited in using learning media to deliver materials, while the school has provided one of the supporting facilities, namely a computer lab. And teachers do not involve students enough in using learning media. In the analysis of student characteristics, students tend to be less active and less enthusiastic in participating in learning. This happens because teachers are still limited in using learning media which is only limited to thematic books. In the analysis of learning media, the learning media used is still limited to pictures in thematic books. The image media in the scope of dance movement dynamics material is only in the form of still illustrations so that the movements explained are not very clear. Thus, students need learning media in the form of application-based learning media that can attract and make it easier for students to understand the material about dance movement dynamics.

In the design stage, the researcher created a material design about the dynamics of dance movements made in *Microsoft Word software* and created *a flow diagram* or media flow in *Microsoft Power Point software.* In addition, the researcher prepared an assessment instrument or questionnaire to assess the developed learning media.

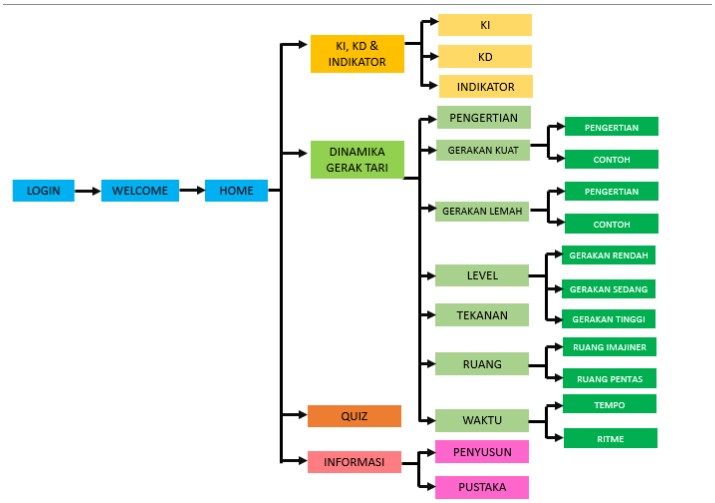


Figure 2 Learning media flow

The development stage carried out by the researcher is to create learning media on the application and conduct validation assessments with media experts, material experts and language experts. The learning media produced by the researcher is by creating a product on the *articulate storyline* 3 application. Learning media is made by adding images, videos, animations, text and *backgrounds* . The following is a picture of the learning media design that has been developed by the researcher:

Figure 3 Learning Media Login Display

Figure 4 Home Menu

Figure 5 Material Menu

After the development of the learning media is complete, the researcher then conducts a validation assessment to experts including media experts, material experts and language experts to determine the feasibility of the learning media consisting of assessments, responses and suggestions. This is done to perfect the learning media that has been developed by the researcher. The results of the revision or input from the validators are as follows:

Media Expert

Revisions provided by media experts include adding descriptions of image and video sources, adding covers, and adding descriptions of media developers including narrators, editors, and actors. The following is a display of learning media before and after revision by researchers:

Before the revision is made	After revision	Information
		Add image and video source descriptions
There isn't any		Adding a cover cap
There isn't any		Added information about media developers including narrators, editors, and actors.

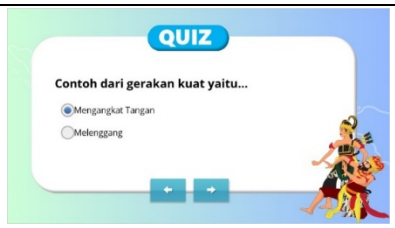
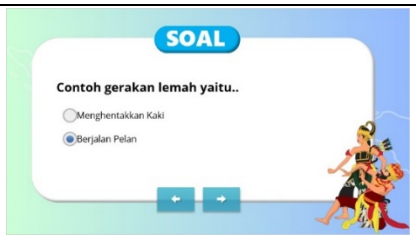
Material Expert

The revision given by the material expert is to clarify the words that are considered difficult. The following is a display of the learning media before and after the revision by the researcher:

Before the revision is made	After revision	Information
		Further define words that are considered difficult to explain further.

Linguist

The revisions given by the linguist include fixing ineffective words and fixing spelling. The following is a display of the learning media before and after the revision by the researcher:

Before the revision is made	After revision	Information
		Correcting ineffective words and correcting spelling

The following are the results of the validation assessment from media experts, material experts, and language experts:

Table 10 Percentage of Eligibility

Expert Assessment	Percentage (%)	Criteria
Media	96.67%	Very valuable
Material	94%	Very valuable
Language	90%	Very valuable

Based on table 4, the results of the validation assessment by media experts, material experts and language experts have been presented. The assessment from media experts obtained a score of 96.67% with very feasible criteria. This shows that the learning media is feasible to use. The assessment from material experts obtained a score of 94% with very feasible criteria. This shows that the material contained in the learning media is feasible to use. The assessment from language experts obtained a score of 90% with very feasible criteria. This shows that the language used in the learning media is feasible to use.

The implementation stage is carried out to test the products that have been developed to teachers and students. Teachers conduct an assessment before implementation to grade III students of SDN Tegalrejo 01. The teacher's assessment obtained a percentage of 90.9% with a very practical category so that the media can be implemented to students. Implementation to students is carried out to determine student responses when using learning media based on the articulate storyline 3 application. Implementation to students is divided into two stages, namely limited trials and broader trials. Limited trials involve 3 students and broader trials involve 25 students. The assessment of student responses in limited trials obtained a percentage of 92.6% with a very practical category so that the media is said to be practical in its use and the assessment of student responses in broader trials obtained a percentage of 91.28% with a very practical category so that the media is said to be practical in its use. The following are the results of the assessment from teachers and students:

Table 11 Percentage of Practicality

User Rating	Percentage (%)	Criteria
Teacher	90.9%	Very Practical
Student	91.28%	Very Practical

Based on table 5, the results of the assessment from teachers and students are presented. The teacher's assessment obtained a score of 90.9% with very practical criteria. This shows that the learning media is practical to use in the learning process. The student's assessment obtained a score of 91.28% with very practical criteria. Based on

the assessment above, the learning media based on the *Articulate Storyline* 3 application is very good for use in dance movement dynamics material.

At the evaluation stage, it was conducted to find out the feedback from the use of learning media based on the *Articulate storyline* 3 application. At this stage, the researcher gave questions or tests to determine students' abilities after using learning media, but previously students had also been given test questions before using learning media to find out the differences before and after using the media. The pretest value was 52% and the average posttest value was 94%. Based on the pretest and posttest assessments, it was continued with a t-test.

Table 12*t*- test results

Paired Sample Test									
		Difference in pairs							
					95% Confidence Interval of Difference				
		Means	Standard Deviation	Standard Error of the Mean	Lower	On	T	df	Sig. (2-tails)
Couple 1	PRESTES - POSTEST	- 42,000	13,844	2,769	-47,715	-36,285	- 15,169	24	.000

The calculation results show that with db = 24 the T table value is obtained at a significance level of 5%, which is 1.711. Based on the calculation results, the T count value is 15.169. This means that T count > T table , so it can be concluded that H0 is rejected and H1 is accepted, which means that there is effectiveness in using learning media based on the articulate storyline 3 application. The research and development conducted resulted in learning media based on the articulate storyline 3 application on the SBdP learning content about dance movement dynamics. This learning media was developed for grade III students at SDN Tegalrejo 01. According to (Sugiyono, 2018) development research is a series of scientific methods used to test the truth and development of a product. The development of learning media based on the articulate storyline 3 application aims to make it easier for students to understand the material about dance movement dynamics. According to (Indriani et al. 2021) This application-based learning media is easy to use and can contain various features such as writing, images, videos, animations, audio, and so on. In addition, this learning media can be used on mobile phones or laptops. This is in line with research conducted by (Sari & Harjono, 2021) entitled "Development of Interactive Learning Media Based on Thematic Articulate Storyline on Learning Interests of Grade 4 Elementary School Students ", which concluded that the articulate storyline media is considered suitable for use to assist teachers in delivering learning materials.

The level of eligibility of the learning media based on the Articulate Storyline 3 application was obtained in the third stage of the ADDIE model, namely development. The eligibility assessment was obtained through assessments by experts, namely media experts, material experts and language experts. The assessment of the eligibility of learning media based on Articulate Storyline 3 obtained a percentage of 96.67% from material experts with the category "very feasible". Material experts obtained a percentage of 94% with the category "very feasible", then language experts obtained a percentage of 90% with the category "very feasible". Based on the assessment of the three validators, the learning media was declared feasible to be implemented in the learning process. This is in line with research conducted by (Fatia and Ariani 2020) which develops learning media based on the Articulate Storyline 3 application on the material of factors and multiples of a number in grade IV of elementary school received an assessment of being suitable and practical for use in the learning process.

The practicality level of the learning media was obtained at the implementation stage. The practicality assessment was obtained from teachers and students. The teacher's assessment obtained a percentage of 90.9% with the category "very practical". The assessment from students obtained a percentage of 91.28% with the category "very practical". Based on this assessment, it can be concluded that the learning media based on the articulate storyline 3 application has a practical value. The learning media based on the articulate storyline 3 application obtained a practicality assessment because the learning media is easy to use by students because previously there was no learning media like the one developed by the researcher. In addition, the learning media contains various information about the material packaged in the form of images and videos that can be interesting and easy for students to understand. This is in line with research conducted by (NURMALA, 2021) which developed the articulate storyline 3 media for STEM-based science learning to develop the creativity of elementary school/MI students with the results of learning media that are feasible and effective to be used as alternative learning media by class teachers.

The level of effectiveness of learning media is obtained at the evaluation stage. The assessment of effectiveness is obtained through the results of the pretest and posttest scores. The pretest score results obtained a percentage of 52%, while the posttest score results obtained a percentage of 94%. Based on the results obtained, the learning media based on the Articulate Storyline 3 application has an effective value for use as a learning medium in the classroom.

Conclusion

Articulate storyline 3 was developed using the ADDIE model. The ADDIE model has 5 stages, namely *analysis* , *design* , *development* , *implementation* , *evaluation* . The feasibility of learning media can be seen from the assessment of media experts, material experts and language experts. The assessment of media experts obtained a percentage of 96.67% with very feasible criteria. The assessment of material experts obtained a score of 94% with very feasible criteria. The assessment of language experts obtained a score of 90% with very feasible criteria. Based on this assessment, the learning media is very feasible to be implemented in learning. The practicality of learning media can be seen from the responses of teachers and students. The teacher's assessment obtained a score of 90.9% with very practical criteria. The student's assessment obtained a score of 91.28% with very practical criteria. Based on this assessment, the learning media is very practical to be used as a learning medium. The results of the effectiveness test conducted using the inferential analysis technique (t-test) obtained an average posttest of 94%, greater than the average pretest of 52%. Thus, it can be concluded that learning media based on *articulate storyline 3* is effective for use in learning. Suggestions for teachers, learning media can be used as a medium for delivering dance movement dynamics material in the learning process. Suggestions for other researchers, this research can be used as a reference or guideline in developing similar, more creative learning media.

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