DEVELOPMENT OF INTERACTIVE LEARNING MEDIA BASED ON ARTICULATE STORYLINE 3 FOR ARABIC LANGUAGE LEARNING IN SENIOR HIGH SCHOOL (MAN LUMAJANG)

Ainun Nafisah [1]*, Nino Indrianto [2], Asep Maulana[3]
[123] Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Abstract

This study aims to develop an interactive learning media application based on Articulate Storyline 3 for Arabic language learning as a solution to the low motivation and involvement of students due to the learning media used is still predominantly conventional in State Islamic Senior High School at Lumajang Lumajang (MAN Lumajang). The type of research used by researchers is research and development (R&D). The development research is a research method that aims to produce a certain product. The research and development method is a scientific method used to research, design, create and test the validity of a product that has been created. In this development research, researchers used the four D model development model (4-D Model). The product is validated by two experts, namely material and media experts. The results of this study are validation from material experts showing a validity level of 85.2% and from media experts 89.6%, both of which are included in the achieve very high validity and practicality ratings, although they require some revisions. Thus, this media is feasible to be used as an innovative alternative in the Arabic language learning process and is expected to increase student motivation and learning outcomes through a more interesting and interactive learning experience and so that it can be continued with a test of the effectiveness of the media on students.

INTRODUCTION | مقدمة

Arabic learning is a process that aims to help students master the Arabic language, both orally and in writing. This process includes various aspects, such as learning vocabulary, grammar, sentence structure, and the four skills of listening, speaking, reading, and writing (Sutinalvi et al., 2025). Arabic learning also has an important role in human life, especially for Muslims. Arabic language learning aims for learners to be able to communicate and understand Arabic texts, including the Qur'an and Hadith, not just mastering the structure and vocabulary (Ghofur & Riski, 2024). In Arabic learning, it takes learning media that can help in learning activities. The use of learning media is needed in learning activities so that students can absorb learning materials well and become more effective (Sanusi & Fahmi Yahya Abdil Haq, 2021).

Learning Media serves as an intermediary tool in delivering material to students in order to improve understanding and learning objectives are achieved optimally (Teatantia & Nurhadi, 2020). Suparno suggested that learning media is everything that is used as an intermediary to

convey messages or information from one source to the recipient of the message (Nashrullah et al., 2021). According to Hamalik, the use of learning media in the teaching and learning process can increase student motivation, provide a positive psychological influence, and encourage smooth teaching and learning activities (Wulandari et al., 2023).

Technological advances offer opportunities to develop engaging, interactive learning media. Advances in information technology can be an opportunity for the world of education in improving the quality of learning (Belanisa et al., 2022). The utilization of technology can explore a variety of innovative methods and enable wider access to learning resources. Digital technologies such as applications, e-learning platforms, websites provide wide access in obtaining learning materials, exercises, and quizzes specifically designed to improve understanding of grammar, vocabulary, and various language skills (Azhar et al., 2023).

One of the digital technologies that can be used as a learning medium is the Articulate Storyline 3 application. This application serves as an authoring tool to create interactive learning media that combines text, images, audio, video, graphics, and animation. Publication of the results of project Articulate Storyline 3 in the form of html web-based media that can be run on various devices such as tablets, laptops, and smartphones (Amiroh, 2019).
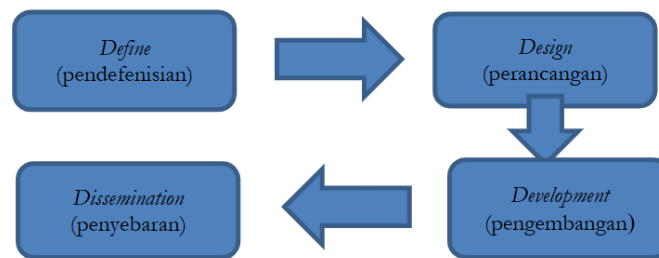
Articulate Storyline 3 offers various advantages in the world of digital learning, such as interactive displays, ease in arranging interesting material, and flexibility in time and place to learn (Sukmarini et al., 2021). Learning Arabic in State Islamic Senior High School at Lumajang still relies on conventional media and textbooks, while technology has not been used interactively, so students ' interest and motivation to learn is low even though they are allowed to use electronic devices to search for assignment references.

Based on research Minatur Rokhim that the use of learning media based on the Articulate Storyline 3 Application increases the interest in learning significantly in Arabic subjects of class VIII (Rokhim et al., 2023). Furthermore, that the use of Articulate Storyline 3 as an interactive learning media to increase the motivation of students to learn Arabic and effectively used in learning activities data from paired sample T-Test obtained by 0.000 ° 0.05 which shows the difference in the level of motivation before and after the application of the media with the results of the calculation of gain obtained results of 0.71 which means high effectiveness (Sukmarini et al., 2021).

The use of learning media such as Articulate Storyline 3 is proven to be effective in improving student learning outcomes. This Media is classified as very good because it is able to attract attention, increase interest, and enrich the learning experience. Articulate Storyline 3 technology is able to present learning materials in an interesting and interactive way, making learning more interesting and learners actively involved in the learning process (Norsidi, 2024). Media Articulate Storyline 3 helps the understanding of Arabic grammar through the presentation of interactive materials with images, animations, videos and exercises that improve students ' understanding (Al Ansori et al., 2023).

Based on the above background, this study aims to determine the feasibility of articulate storyline 3-based interactive learning media in Arabic learning in State Islamic Senior High School at Lumajang. This study is important to provide insight into the feasibility of articulate Storylien 3 products as a learning medium, which in turn can help educators in designing more effective and innovative learning strategies.

METHOD | منهج

The type of research used by researchers is research and development (R&D). The development research is a research method that aims to produce a certain product. The research and development method is a scientific method used to research, design, create and test the validity of a product that has been created. In this development research, researchers used the four D model development model (4-D Model). This model was developed by Thiagarajan. According to Thiagarajan, the 4-D model stands for 4 stages of research, namely Define, Design, Development, and Dissemination (Panjaitan & Rasyid, 2023). It can be described as follows

Picture 1. 4-D model research phase

At the define stage, what is done is to analyze the needs of students, analysis of teaching materials, media needs analysis, and concept analysis. At the next stage, namely the design stage, which began to design and manufacture of Interactive Learning media based articulate storyline 3, including the selection of material, media design such as menus that will be displayed in the media in detail. Then, at the development stage, validation test activities are carried out to media experts and material experts. The last stage is dissemination. This stage is the stage of media dissemination that has been produced and has passed the validation and revision period. Because this study uses a 4-D model developed by Thiagarajan, if at the stage of dissemination media that has been produced must be printed, reproduced and published. Therefore, this study is only at the development stage, this is due to time constraints.

Data analysis techniques in research development of Interactive Learning media based on Articulate Storyline 3 is an analysis of qualitative data and quantitative data. The qualitative data obtained from interviews with teachers related to Interactive Learning media based Articulate Storyline 3. While the quantitative data is generated from the results of the assessment score of the validity of media experts and material experts. The data collection Instrument used is media expert and material expert validation questionnaire sheet. The validation questionnaire aims to assess the feasibility of Interactive Learning media based on Articulate Storyline 3.

A 25-item validation questionnaire using a 5-point likert scale with statements of 1) not good, 2) not good, 3) good enough, 4) Good, 5) very good. The questionnaire was given to one material expert and one media expert who assessed aspects such as content quality and usability, language, intrusiveness, and visual design. The Data obtained are then analyzed using the percentage of validity to obtain the level of validity of the product.

Table 1. Validation criteria of the product

Percentage	Validity level
81-100%	very valid
61-80%	valid
41-60%	Moderately valid
21-40%	less valid
0-20%	not valid

(Arikunto, 2018)

RESULT | نتائج

The evaluation media development process in this study uses a 4D model consisting of four stages, namely define, design, development, and dissemination. Because this study uses a 4-D model developed by Thiagarajan, if at the stage of dissemination media that has been produced must be printed, reproduced and published. Therefore, this study is only at the development stage, this is due to time constraints.

At the define stage, the analysis of the first observations and interviews with subject teachers are carried out in order to identify the most important educational problems. The results showed that learning Arabic in State Islamic Senior High School at Lumajang still rely on conventional media and textbooks as the main source. Although students are allowed to bring electronic devices, they are only used for browsing for reference answers to assignments and communication tools.

In the school there is also a complete infrastructure such as LCD projectors whose use is only limited to Powerpoint applications that are used occasionally. This reflects that teachers have not optimally utilized attractive and interactive technology media in the delivery of learning materials which can cause low interest and motivation of students in following the Arabic language learning. This underlies the researchers to develop an interactive learning media based on Articulate Storyline 3 to support learning in the classroom.

After the define stage is completed, the researcher proceeds to design a prototype of the product in the form of an interactive learning medium, which is developed based on previously identified problems and needs. This stage begins with the selection of the type of media to be developed, where researchers develop articulate storyline-Based interactive media to be used as an Arabic learning media. In this media contains material and evaluation taken from the Arabic package book "Busantik" odd semester of tenth grade at State Islamic Senior High School in Lumajang. The Media developed consists of the initial part consisting of a login menu, main menu (KI&KD, learning objectives, materials, and evaluation), material that includes four skills (istima', kalam, qiro'ah, kitabah, and tarkib), quiz or evaluation. In this evaluation is directly connected to the quiz platform or google form and students can see the score/value.

Picture 2. Login menu interface of the interactive learning media

Picture 3. Main Menu of learning media

Picture 4. KI&KD

Picture 5. learning objectives

Picture 6. learning materials

Picture 7. learning evaluation

Picture 8. Materials of listening skill

Picture 9. Materials of speaking skill

Picture 10. Materials of reading skill

Picture 10. Materials of tarkib

After the design stage the next stage of development. At this stage the media that has been designed is then validated by the validator. The validation process is carried out by media expert validators and material experts based on assessment indicators. In this case do not use linguists, because the material is taken from Arabic books that have already been used. Improvement suggestions focus more on writing and content.

Material expert validators provide revisions that in media such as command text and text on buttons use Arabic instead of Indonesian. For writing skill given material first not directly

practice questions. Then before entering the quiz or question should be added to the work instructions about it first. Media expert validators provide revisions to add instructions for using buttons so that students are not confused when using the media because it contains many buttons. Then, Arabic writing in the media using a clear font and can be read by the user.

The result of the product validity

The media validation phase was carried out on april 9, 2025 by Dr. Zeiburhanus saleh, S. S., M.Pd. which is an Arabic lecturer at UIN KHAS Jember. Below is a validation table from media experts. Based on the results of a questionnaire from media experts, interactive learning media based on articulate storyline 3 obtained a score of 89.6% which was included in the very valid category.

The validation stage of the material was carried out on April 10, 2025 by herawati, S. Pd. the senior Teacher of Arabic language at State Islamic Senior High School at Lumajang gave the result of an assessment from a material expert, given a score of 85.2% which falls into the category of 'very valid'. The following table presents the results of validation assessments from media experts and material experts.

Table 2. Media validation result

No	Indicator	Score				
		1	2	3	4	5
Content quality and usability						
1	Accuracy of the concept of presentation of the material to support learning					√
2	Media presents a complete and structured material				√	
3	Media can attract the attention of students					√
4	Media easy to use by teachers and students					√
5	Media is easily accessible and operated by users					√
Language						
1	The language used is precise, clear, and easy to understand				√	
2	Language used communicative and informative				√	
3	Language used in accordance with the level of thinking of learners				√	
4	Selected language in general vocabulary and easy to understand				√	
5	Language used in accordance with the rules of the Arabic language is good and right				√	
Instructional						
1	The media display includes images, videos, animations, and corresponding text					√
2	Media has a consistent and clear layout elements				√	
3	Media can improve the ability to use technology in learning					√
4	Creativity and innovation in learning media					√
5	Quality menu and attractive presentation					√
visual design						
1	Compatibility of color options combinations in the media				√	
2	Accuracy of selection of font size and type				√	
3	Background accuracy with text				√	
4	The accuracy of the use of the image object or icon in the media				√	
5	There are instructions for the use of media that are easy to understand				√	
6	The appeal of media design					√
7	Image, audio, and video quality is good and clear					√
8	Image, audio, and video quality precise and appropriate					√
9	Availability of attractive buttons/navigation					√
10	Speed in opening or loading media				√	
					52	60
				112		
				89,6% (very valid)		

Table 3. Material validation result

No	Indicator	Score				
		1	2	3	4	5
Content Quality						
1	Clarity of material according to KI & KD				√	
2	The material presented is systematic, logical, and clear					√
3	The material presented is easy to understand				√	
4	The material presented is interesting					√
5	The material presented is complete				√	
Evaluation						
1	Adequacy of quiz training				√	
2	Clarity of work instructions about			√		
3	Compatibility training questions with KI & KD				√	
Language						
1	The language used is precise, clear, and easy to understand				√	
2	Language used communicative and informative				√	
3	Language used in accordance with the level of thinking of learners				√	
4	Selected language in general vocabulary and easy to understand				√	
5	Language used in accordance with the rules of the Arabic language is good and right				√	
Effects for students						
1	Media support for student independence					√
2	Media capabilities increase student knowledge				√	
3	Media encourages students to understand the material				√	
visual design						
1	Images and icons in the media facilitate understanding of the concept					√
2	The display size of the media can be seen and read well and clearly					√
3	There are clear and appropriate navigation buttons					√
				3	48	30
		81				
		85,2% (Very valid)				

The results of the validation or assessment of Interactive Learning media based on Articulate Storyline 3 in Arabic learning that have been developed are: 1) Media expert validator with a value of 89,6% with very valid and very feasible criteria with several revisions; 2) Material expert validator with a value of 85,2% with very valid and very feasible criteria with several revisions.

Based on the assessment of the validators of media experts and material experts, it can be said that the Articulate Storyline-Based Interactive Learning media developed by the researcher has a very valid level of validity and is very feasible with several revisions. On the other hand, the development of this media has only reached the validation stage by experts, so it is necessary to test the effectiveness to determine how effective the Interactive Learning media based on Articulate Storyline 3.

DISCUSSION | مناقشة

The main objective of this study was to develop an interactive learning media based on Articulate Storyline 3 to address the lack of student motivation and limited media use in Arabic language learning at MAN Lumajang. The validation results indicating high feasibility from both material and media experts demonstrate that the product successfully meets its intended purpose. These results confirm that interactive media designed with attention to pedagogical structure, multimodal presentation, and digital accessibility can serve as a powerful tool to enhance language acquisition and student engagement.

From a scientific standpoint, the high validity scores can be interpreted as evidence that multimedia-integrated platforms such as the one developed in this study offer cognitive, affective, and behavioral benefits. The inclusion of animations, videos, and quizzes fosters a more immersive environment, which in turn may increase the learner's attentiveness, motivation, and retention of content. This aligns with the cognitive theory of multimedia learning, which posits that learners comprehend better when information is presented using both verbal and visual modes.

When compared with similar studies (Sukmarini et al., 2021) and (Rokhim et al., 2023), the findings are consistent. These prior studies also support the notion that interactive learning applications positively influence motivation and learning outcomes. However, unlike studies that focus on general digital tools, this research specifically underscores the value of Articulate Storyline 3 in Arabic learning an area where such applications remain underutilized. This specificity contributes a novel insight to the literature, particularly in the context of underrepresented languages and traditional learning environments.

The implications of this development are twofold. Theoretically, it strengthens the argument for integrating digital platforms into second-language learning environments. Practically, it equips educators with a validated alternative to conventional teaching tools, allowing for more flexible, personalized, and student-centered learning experiences. The media's structure which incorporates login systems, targeted material for four core skills, and automated evaluationsupports independent learning and reduces the cognitive load typically associated with navigating learning materials.

In terms of the broader impact, this study affirms the proposition that modern educational tools, when carefully designed, can transform passive learning contexts into interactive and meaningful ones. While the current research is limited to internal validation, it lays a strong foundation for further exploration through field testing and analysis of student learning outcomes. These next steps would help determine the extent to which the media enhances long-term retention, promotes autonomous learning, and supports differentiated instruction across diverse learner profiles.

In conclusion, the findings underscore the pedagogical and technological potential of Articulate Storyline 3 as a viable solution for improving Arabic language instruction. The results not only validate the media's design but also reaffirm the necessity of innovation in language education. The success of this development suggests that future educational strategies should continue to incorporate adaptive, interactive technologies that align with learners' evolving needs and digital literacies.

CONCLUSSION | خاتمة

This study succeeded in developing interactive learning media based on Articulate Storyline 3 as a solution to the low motivation and involvement of students in learning Arabic in MAN Lumajang, with validation results from material and media experts who showed a very high level of feasibility. This medium integrates the four skills of Arabic as well as tarkib in one interactive platform, offering a holistic approach that suits the needs of students of the digital age. Theoretically, these findings support the theory of cognitive learning through visual and audio integration, while practically providing a concrete alternative in teaching Arabic in an educational environment that is still limited in the use of technology. In the future, this media needs to be

tested for its effectiveness in the field and further developed with adaptive and personalized features so that it can reach various levels of student ability, and become a strategic foothold for broader and sustainable technology-based foreign language learning. The results of the validation or assessment of Interactive Learning media based on Articulate Storyline 3 in Arabic learning that have been developed are: 1) material expert validator with a value of 85.2% with very valid and very feasible criteria with several revisions; 2) media expert validator with a value of 89.6% with very valid and very feasible criteria with several revisions.

This study is limited to expert validation and has not yet measured student learning outcomes or engagement in real classroom settings. Future research should conduct field trials to assess the media's impact on motivation, comprehension, and long-term retention.

BIBLIOGRAPHY | مراجع

Al Ansori, H. F., Zaki, M., Taupikurrohman, O., & Mabruroh, H. (2023). Nahwu Learning Media Innovation based on Articulate Storyline 3 for UNIDA Gontor Matriculation Beginner Students. *ICONITIES (International Conference on Islamic Civilization Humanities)*, 757–769. https://proceedings.uinsby.ac.id/index.php/iconfahum/article/view/1491

Amiroh. (2019). *Mahir Membuat Media Interaktif : Articulate Storyline*. Pustaka Ananda Srva.

Arikunto, S. (2018). *Dasar-Dasar Evaluasi Pendidikan Edisi 3*. PT. Bumi Aksara. https://books.google.co.id/books?id=j5EmEAAAQBAJ&printsec=copyright&hl=id#v=onepage&q&f=false

Azhar, M., Wahyudi, H., Promadi, & Masrun. (2023). Penggunaan Teknologi dalam Pembelajaran Bahasa Arab di Indonesia. *Jurnal Review Pendidikan Dan Pengajaran*, *6*(4), 3160–3164. https://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/20984/15794

Belanisa, F., Amir, F. R., & Sudjani, D. H. (2022). E-modul Interaktif Sebagai Media Pembelajaran Bahasa Arab Untuk Meningkatkan Motivasi Siswa. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*, *3*(1), 1–12. https://doi.org/10.30997/tjpba.v3i1.4754

Ghofur, A., & Riski, R. B. (2024). Pembelajaran Bahasa Arab di Era Digital: Tantangan, Peluang, dan Strategi Menuju Pembelajaran yang Efektif. *El-Fusha: Jurnal Bahasa Arab Dan Pendidikan*, *5*(1), 15–28. https://doi.org/https://doi.org/10.33752/el-fusha.v5i1.6697

Nashrullah, M., Halim, N., & Al Fanani, R. G. (2021). Penggunaan Media Pembelajaran Bahasa Arab Berbasis Video Untuk Meningkatkan Maharah Kalam Dalam Kitab Al-'Arabiyyah Lin Nasyiin. *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab*, *3*(2), 189–198. https://doi.org/10.21154/tsaqofiya.v3i2.76

Norsidi, N. (2024). Efektivitas dan Kelemahan Pembelajaran Interaktif Berbasis Articulate Storyline 3 Pada Mata Pelajaran Geografi di Kelas XII IPS SMA Wisuda Pontianak. *Geodika: Jurnal Kajian Ilmu Dan Pendidikan Geografi*, *8*(1), 32–40. https://doi.org/10.29408/geodika.v8i1.25728

Panjaitan, N. A. S., & Rasyid, H. Al. (2023). Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva. *Journal Of Education Research*, *Vol.4*(No.2), 484. https://doi.org/https://doi.org/10.37985/jer.v4i2.182

Rokhim, M., Oktaviani, F. M., & Safii, R. (2023). Articulate Storyline Application: Development of Foreign Language Learning Media on the Aspects of Listening Skills. *Eloquence: Journal of Foreign Language*, *2*(1), 48–64. https://doi.org/10.58194/eloquence.v2i1.670

Sanusi, A., & Fahmi Yahya Abdil Haq. (2021). Pembelajaran Bahasa Arab Melalui Penggunaan Media Adobe Animate CC di Sekolah. *Al-Ma'Rifah*, *18*(1), 1–14. https://doi.org/10.21009/almakrifah.18.01.01

Sukmarini, F., Mauludiyah, L., Roziqi, M. A., & Nurdianto, T. (2021). Interactive Arabic Learning Media based on Articulate Storyline 3 to Increase Students' Motivation / Pemanfaatan Articulate Storyline 3 sebagai Media Pembelajaran Interaktif untuk meningkatkan Motivasi Belajar Bahasa Arab Siswa. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, *7*(1), 106–121. https://doi.org/10.14421/almahara.2021.071-06

Sutinalvi, V., Harahap, A., Lubis, M. Y., & Nasution, S. (2025). Pembelajaran Bahasa Arab di Era Digital: Tantangan Implementasi, dan Peluang. *Mutiara: Jurnal Penelitian Dan Karya Ilmiah*, *3*(1), 76–86. https://doi.org/https://doi.org/10.59059/mutiara.v3i1.1969

Teatantia, & Nurhadi. (2020). Pengembangan Media Pembelajaran Bahasa Arab Berbasis Portable Engklek Arabic Di Kelas IV Madrasah Ibtidaiyah. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, *6*(1), 23–38. https://doi.org/10.14421/almahara.2020.061.02

Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar. *Journal on Education*, *5*(2), 3928–3936. https://doi.org/10.31004/joe.v5i2.1074