

IMPLEMENTATION OF ARTICULATE STORYLINE LEARNING MEDIA IN CULTIVATING STUDENTS' CHARACTER IN THE DIGITAL ERA

IMPLEMENTASI MEDIA PEMBELAJARAN ARTICULATE STORYLINE UNTUK MENANAMKAN KARAKTER SISWA PADA ERA DIGITAL

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Abstract

Character education is a vital part of student development in the digital era. This study aims to examine the impact of using Articulate Storyline interactive learning media on shaping students' character, with a focus on honesty, social awareness, and responsibility. A mixed method approach was employed, involving 50 students from SD Muhammadiyah Paleran. Quantitative data were collected via Likert-scale questionnaires distributed through Google Forms, while qualitative data were obtained from in-depth interviews with students representing various character behaviors. Quantitative data were analyzed descriptively, and qualitative data were analyzed using Miles and Huberman's interactive model. The findings indicate that most students showed improvement in understanding and applying character values through the use of the Articulate Storyline Learning Media. However, some students still require additional support to demonstrate these character traits consistently.

Keywords: *Character Education, Digital Media, Articulate Storyline*

Abstrak

Pendidikan karakter merupakan bagian penting dalam pengembangan karakter siswa di era digital. Penelitian ini bertujuan untuk mengkaji dampak penggunaan media pembelajaran interaktif Articulate Storyline terhadap pembentukan karakter siswa dengan fokus pada kejujuran, kepedulian sosial, dan tanggung jawab. Metode yang digunakan adalah mixed method dengan melibatkan 50 siswa SD Muhammadiyah Paleran. Data kuantitatif dikumpulkan melalui kuesioner skala Likert yang disebarakan melalui Google Forms, sedangkan data kualitatif diperoleh dari wawancara mendalam dengan siswa yang mewakili berbagai perilaku karakter. Data kuantitatif dianalisis secara deskriptif, sedangkan data kualitatif dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa sebagian besar siswa menunjukkan peningkatan dalam memahami dan menerapkan nilai-nilai karakter melalui penggunaan Media Pembelajaran Articulate Storyline. Namun, beberapa siswa masih memerlukan dukungan tambahan untuk menunjukkan sifat-sifat karakter tersebut secara konsisten.

Kata Kunci: *Pendidikan Karakter, Media Digital, Articulate Storyline*

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1. Introduction

Rapid developments in digital innovation have transformed various aspects of society, giving rise to innovative approaches and tools in the field of education. Subandowo (2022) states that technological advances in the era of the Industrial Revolution 4.0 in the 21st century have brought about significant changes in various sectors, including education, the economy, transportation, and others. This technological advance also affects all disciplines, economy, industry, government, and education (Said, 2023). In the education system, this revolution has given rise to new ideas in utilizing technology as an innovative and enjoyable learning process tool (Fatqurhohman, 2021; Kurniawan, 2022).

Furthermore, changes in the innovative and enjoyable learning process through learning to know, learning to do, learning to be, and learning to live together (Suaedi & Fatqurhohman, 2022) and emphasizing aspects of collaboration (Hartina, Wahyudi, & Permana, 2022), creativity and communication (Fatqurhohman & Susetyo, 2022). These renewal efforts have an impact on teacher motivation in exploring advances in science and technology (IPTEK) (Sepling et al., 2024; Simamora & Simamora, 2021), as well as supporting facilities for the implementation of an effective, creative, and innovative learning process (Tampubolon, Gulo, & Nababan, 2022). The role of teachers is crucial in designing creative and innovative learning experiences that enable the transformation of knowledge, shaping students' character following the nation's moral and spiritual values. Thus, character education influences morals, ethics, and positive personality, so it needs to be implemented early on through learning that is integrated with these principles.

The implementation of character education from an early age is crucial in helping children internalize moral values, build a strong identity, and develop positive and responsible behaviors (Keban, 2022). Children with strong character will be better prepared to face life's challenges and able to make positive contributions in social, academic, and professional environments in the future (Riswanti, Halimah, Magdalena, & Silaban, 2020; Tampubolon, Gulo, & Nababan, 2022). Therefore, character building is an essential foundation in early childhood education.

However, character development is often overlooked in early childhood education, particularly in kindergarten and elementary school. The development of knowledge, attitudes, skills, values, and character must be applied fairly and balanced (Hidayat, 2022; Munawir, Erindha, & Sari, 2023). If education focuses only on increasing knowledge while ignoring students' values and attitudes, it will be oriented toward outcomes rather than processes (Kasandra, Hendrawan, Amisar, & Abdila, 2023). Therefore, educational institutions need to reform their teaching approaches, not only emphasizing cognitive aspects but also fostering character development through positive, engaging, and enjoyable activities (Hamdani, Nurhafsa, & Silvia, 2022; Susetyo, Fatqurhohman, Rhamadhani, & Risanti, 2023). This condition can create a new learning atmosphere that fosters enthusiasm, motivation, interest, creativity, inspiration, innovation, and student independence (Hayya', 2023).

Along with the advancement of the digital era, character education faces new challenges. Increasing technology can influence character values, as higher levels of knowledge may lead to a decline in values such as diligence, politeness, honesty, and environmental care (Keban, 2022; Purwadhi, 2019; Saifulloh & Darwis, 2020; Tuharea & Abdin, 2021). Therefore, interactive learning media are needed to effectively instill character values, such as Articulate Storyline (Hidayah, Nafitri, Zaky, & Ati, 2023;

Juhaeni, Safaruddin, & Salsabila, 2021). This media allows the creation of learning materials with animation features, providing dynamic and engaging visual effects. Additionally, this media can be accessed without an internet connection, offering convenience, practicality, and high effectiveness in learning.

Moreover, the results of research related to articulated storylines indicate that an articulated storyline serves as a learning medium that supports the process of reciprocal interaction (Rohmah, 2021). In addition, the application of articulate storyline as an interactive learning multimedia application, which can be carried out independently (Rianto, 2020), and articulate storyline as software with numerous interactive learning features that can increase student motivation and learning activities (Firstanianta, Faradita, & Naila, 2023). Also, Learning media using an Articulate Storyline is suitable for character learning (Heliawati, Lidiawati, & Pursitasari, 2022) and creates a creative and comprehensive atmosphere (Sari, Pratiwi, & Fatmaryanti, 2022). Therefore, it can be assumed that interactive learning using an articulate storyline is a supporting factor in the development of a student's character in everyday life.

Based on the description, this study examines the impact of interactive learning using Articulate Storylines in character education. It is important to form a generation with integrity and ethics through character education. Articulate Storyline is present as a learning media because its interactive features can increase student involvement in conveying character values. Thus, this study can broaden our insights into interactive learning media in the context of character education.

2. Research Methods

This study employed a mixed methods approach, combining quantitative and qualitative methods to gain a comprehensive understanding of the impact of using Articulate Storyline learning media in cultivating students' character. The research subjects consisted of 50 students from Muhammadiyah Paleran Elementary School. Quantitative data were collected through a Likert-scale questionnaire distributed via Google Forms using WhatsApp messages. The questionnaire measures three character aspects: honesty, social awareness, and responsibility. Quantitative data were analyzed descriptively using frequency, percentage, and mean calculations. In addition, qualitative data were collected through in-depth interviews with several purposively selected students, chosen for their variations in character and behavior. Qualitative data analysis followed the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing and verification. This combined approach provides a more complete picture of the effectiveness of learning media in fostering character values among students in the digital era.

3. Results and Discussion

3.1 Results

The results of the data on the application of articulate storyline media in instilling student character in this study demonstrate the interaction between student activities and the understanding of personality character values applied through interactive learning. The results of the questionnaire data for this study were obtained from Google Forms to measure student character, which includes several components: (1) honesty, (2) social awareness, and (3) responsibility.

3.1.1 Aspect of Honesty

In terms of honesty, 10 measurement indicators can reveal a student's character. These indicators are presented in Table 1.

Table 1. Indicators of the Aspect of Honesty

No	Indicator
1.	Doing exams/tests at your own pace.
2.	Returning items that are not mine.
3.	Asking permission before taking other people's things.
4.	Telling the truth and saying according to the facts.
5.	Reporting when finding someone else's stuff.
6.	Handing over found items to authorities.
7.	Copying someone else's work by citing the source.
8.	Expressing feelings and speaking as it is.
9.	Creating reports based on existing data or information.
10.	Admitting mistakes or shortcomings.

Based on the measurement indicators used for 50 students, the results obtained are shown in Figure 1 below.

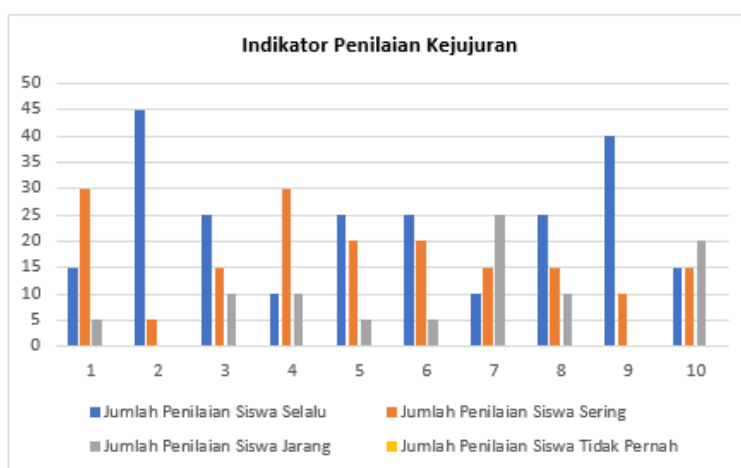


Figure 1. Assessment Results on the Aspect of Honesty

Figure 1 shows the results of measuring student honesty in three categories. The 'Always' category recorded 47%, indicating that almost half of the students consistently complete exams and assignments using their abilities, return items that are not theirs, and tell the truth based on the facts. The 'Often' category reached 35%, indicating that many students attempt to be honest but may still occasionally copy other people's work without citing the source or failing to report items found. Meanwhile, the 'Rarely' category of 18% indicates that several students exhibit less honesty, which is reflected in their lack of recognition of mistakes or shortcomings they have. These data suggest that, although the level of student honesty is generally good, there is still room to increase awareness of the importance of integrity in various aspects of life, including academics and social interactions. Therefore, schools must continue to emphasize the value of honesty in all

students so that they can understand and internalize the importance of honesty in their lives.

The interview results showed that students who consistently demonstrated honesty considered completing assignments with integrity as a means to learn and develop themselves. On the other hand, students in the 'often' and 'rarely' honest categories viewed honesty in completing assignments as not a priority for them, and the most important thing was being able to complete assignments in various ways without being caught by the teacher. During the interview, several students shared their experiences, including one who recounted being scolded by his parents for taking his sibling's food without permission. After being reprimanded, the student felt regretful and determined to be more honest in the future. In addition, other students expressed that they felt more liked by their friends when they were honest because honesty can create a sense of mutual trust and a positive environment. This finding shows that students recognize the importance of honesty in fostering trust in family relationships and promoting better respect and friendship compared to those who tend to lie. Thus, an honest attitude is important in interactions with teachers, parents, friends, siblings, oneself, and the surrounding environment.

3.1.2 Aspects of Social Awareness (Mutual Cooperation)

In the aspect of social awareness (cooperation), 10 measurement indicators can reveal a student's character. These indicators are presented in Table 2.

Table 2. Indicators on the Aspect of Social Awareness

No	Indicator
1.	Respect and pay attention to other people who are speaking.
2.	Share knowledge with others.
3.	Throw garbage in its place.
4.	Helping parents whenever there is free time.
5.	Active in community service activities.
6.	Actively clean the class and/or the surrounding area.
7.	Actively helping others without expecting anything in return.
8.	Active in group/team work.
9.	Prioritize group cooperation over an individual.
10.	Dealing with differences of opinion with others.

Based on the measurement indicators for the social awareness aspect outlined above, which were applied to 50 students, the results are presented in the following Figure 2.

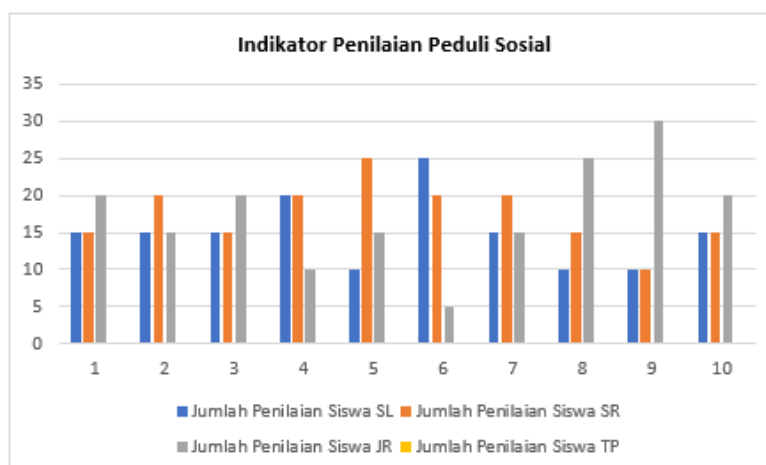


Figure 2. Student Assessment Results on the Aspects of Social Awareness

Figure 2 shows the results of measuring students' social awareness in three categories. The 'Always' category reaches 30%, indicating that some students consistently appreciate and care for others, and are actively involved in community service activities and environmental cleaning. Additionally, the 'Often' category of 35% indicates that many students demonstrate social awareness but may not always be actively involved in helping others without expecting rewards or prioritizing group cooperation. Meanwhile, 'Rarely' category, also at 35%, indicates that several students are less concerned, which can be seen from their inactivity in sharing knowledge, throwing garbage in its place, and resolving differences of opinion. These data suggest a need to enhance social awareness among students to foster a more harmonious and collaborative environment.

Based on the interview results, the reasons for students' involvement in social awareness activities vary. Students who always participate (30%) feel that this activity is important for maintaining the cleanliness and comfort of the school and view it as a form of positive contribution to the environment. Several students admitted that they were happy to help friends in need and felt proud to actively participate in creating an atmosphere of togetherness. With this attitude, students tend to have a strong awareness of social responsibility and understand the benefits of cooperation in protecting the environment.

On the other hand, students who often participate (35%) stated that they participate in mutual cooperation activities due to obligation. This attitude of students is based on orders without any awareness or personal responsibility. Meanwhile, students who are rarely involved (35%) said that cooperation activities are less important than personal activities. So they tend to avoid and are indifferent to environmental cleanliness because they feel it is not their responsibility. Thus, students with higher social awareness tend to be active and enthusiastic in cooperation activities and other social concerns. In contrast, some others still need to be given a better understanding of the importance of participating in building a comfortable and clean school environment.

3.1.3 Aspects of Responsibility

In terms of responsibility, 10 measurement indicators can show the character of students. These indicators are presented in Table 3.

Table 3. Indicators on the Aspect of Responsibility

No	Indicator
1.	Enthusiastic and diligent in all activities and work.
2.	Asking about something misunderstood.
3.	Doing the assigned tasks well.
4.	Collecting assignments on time.
5.	Learning every moment without any expectation.
6.	Not giving up easily on the tasks given.
7.	Enjoying working on assignments with teams and groups.
8.	Greeting everyone he/she meets.
9.	Accepting suggestions and criticism with an open heart.
10.	Dare to admit and apologize for the mistakes made.

Based on the measurement indicators for the responsibility aspect, which involves 50 students, the results are shown in Figure 3 below.

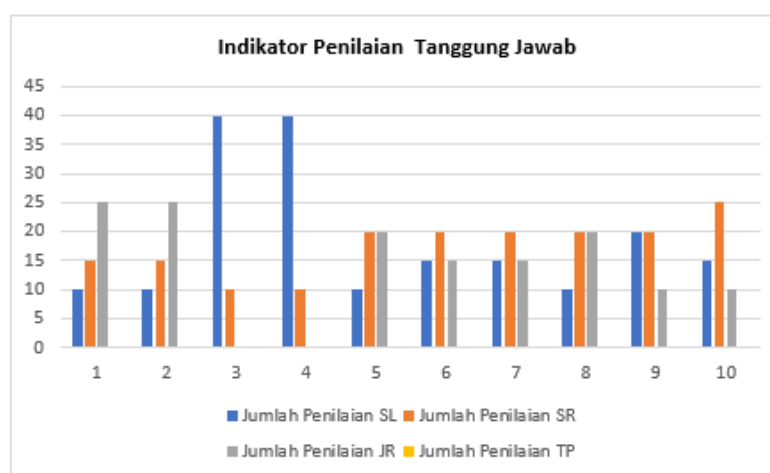


Figure 3. Student Assessment Results on the Aspect of Responsibility

Figure 3 shows the results of student responsibility in three categories. The 'Always' of 37% indicates that some students consistently demonstrate a sense of responsibility in various activities, such as being enthusiastic and diligent in completing assignments, submitting them on time, and enjoying working in a team. Additionally, the 'Often' category of 35% indicates that many students demonstrate good responsibility, although they sometimes hesitate to ask questions they do not understand or do not always study diligently. Meanwhile, the 'Rarely' response of 28% indicates that some students are less responsible, which is reflected in their inability to accept suggestions and criticism with an open mind, as well as difficulty in admitting mistakes and apologizing. Overall, these data show variations in the level of student responsibility, which the school needs to consider to encourage an increase in students' sense of responsibility.

Based on the interview results, students in the 'Always' category consistently demonstrate a sense of responsibility, such as completing and submitting assignments on time and helping classmates. In other words, students feel proud because their diligent attitude not only earns them the trust of teachers but also inspires their friends. In the 'Often' category, students who demonstrate good responsibility, although sometimes

hesitant to ask questions they do not understand, for example, admit to feeling awkward about asking the teacher when they are unsure. However, they realize the importance of asking in the learning process. While in the 'Rarely' category, students exhibit a lack of responsibility, such as difficulty accepting criticism, being reluctant to apologize when experiencing difficulties, and submitting assignments late without providing a valid reason.

3.2 Discussion

Based on the data obtained, important factors that influence the development of a student's character include the roles of parents, schools, and the social environment. The articulate storyline is a communication media based on e-learning software (Juhaeni, Safaruddin, & Salsabila, 2021), which can present a storyline project in the form of a combination of text, images, graphics, sound, animation, and video (Leztiyani, 2021), that is used to support and help instill student characters such as honesty, social awareness, responsibility, and other characters (Keban, 2022). The implementation of articulate storyline media offers positive benefits that stimulate students to innovate and learn character values and can increase interaction, motivation, and other activities related to their personality (Firstanianta, Faradita, & Naila, 2023; Sari, Pratiwi, & Fatmaryanti, 2022).

Moreover, the roles of teachers and parents are very important in instilling honest character in children from an early age (Abdin & Tuharea, 2023; Marwiyati, 2020). This attitude of honesty can be applied through habituation (Saeful, 2021), both in school and at home. At school, teachers can help students develop honest behavior by directing them to return items to their designated places, carry out class duties, and wait their turn. At home, parents can support this value by reprimanding children if they do not wait their turn and by teaching the importance of waiting as a form of respect and empathy for the feelings of others. Honesty not only serves as a moral value but is also important in building healthy interpersonal relationships among students (Anjani, Benty, & Gunawan, 2022). Through this habituation, students learn to understand the boundaries between personal property rights and the property of others (Aisyah, 2019). Some schools even display inspirational slogans, such as "Honesty is an ornament of the soul that is more radiant than diamonds," to instill positive character in students.

In addition to the value of honesty, social awareness is also a crucial aspect of developing positive student character in the school environment. Lack of social awareness among students hinders the formation of a culture of togetherness and empathy in the school environment (Suprihatin, Sichatillah, Rahayu, Putri, Ilaesa, & Wangsit, 2023). To address this, schools need to encourage active student involvement and motivate them to understand the important values of social concern (Almira, Ananda, Moeis, & Dewi, 2022). With good social care character, students can become more responsive and caring towards others, making positive contributions to their social environment (Astutik & Aziz, 2023; Septianasari & Yusuf, 2023). Extracurricular activities at school, such as ceremonies, marching, camping, social service, scouting, and nature lovers, are effective in instilling this socially caring character (Astamal, Firman, & Rusdinal, 2021). Furthermore, scouting activities play a role in forming students' social character, morals,

noble ethics, and life skills (Pangestika & Sabardila, 2021). However, several factors still hinder the formation of social awareness, including indifference, a lack of collaboration, and the excessive influence of social media (Keban, 2022; Septianasari & Yusuf, 2023; Suprihatin, Sichatillah, Rahayu, Putri, Ilaesa, & Wangsit, 2023). Additionally, negative personal experiences and a less supportive family environment also contribute to students' low social awareness (Yusnita & Octafiona, 2021).

Not only is honesty and social awareness important, but the character of responsibility is also crucial to instill among students as part of comprehensive character education. According to Nalapraya (2023), developing a character of responsibility can help students develop an attitude of accountability. For example, this can be achieved by providing reasons for being late in submitting assignments and by being disciplined in prioritizing learning over other activities, such as playing video games (Kur'ani, 2022). In addition, the importance of considering social norms, adopting good habits, and emulating role models also needs to be instilled (Astamal, Firman, & Rusdinal, 2021; Kasandra, Hendrawan, Amisar, & Abdila, 2023; Mais, Nawir, & Qurasiy, 2021; Siregar, 2021). By developing this character of responsibility, students are expected to be able to obey the rules, respect the rights of others, and build trust in social relationships, both at school and in everyday life.

In addition to the role of teachers and parents, educational technology such as Articulate Storyline can be an effective tool in instilling these characteristics in students through interactive and contextual learning experiences. The use of interactive learning media, such as Articulate Storyline, can also help instill character values in students. For example, when students work on group assignments, take exams, clean the environment, help neighbors, or participate in school activities. This media also teaches how to communicate effectively with friends, teachers, family, and the surrounding environment. Articulate Storyline not only presents information but also provides an in-depth and engaging learning experience, which significantly contributes to the development of students' character in terms of honesty, social concern, and responsibility.

With the active involvement of teachers parents, and the effective use of educational technology, character education can be instilled more effectively, resulting in students who possess integrity, honesty, social awareness, and responsibility. Therefore, the formation of student character, especially in terms of honesty, social awareness, and responsibility, really needs support from various parties, including teachers, parents, and effective learning media.

4. Conclusion

In conclusion, the implementation of Articulate Storyline learning media plays a crucial role in cultivating students' character, particularly in fostering honesty, social awareness, and responsibility. The data from the study reveal that while a majority of students demonstrate positive behaviors such as honesty and social awareness, there is still room for improvement in these areas. The findings suggest that interactive learning tools, such as Articulate Storyline, can enhance students' engagement and understanding of character values by encouraging active participation and reflection. Furthermore, the

interviews reveal that students who consistently demonstrate strong character traits, such as honesty and responsibility, tend to recognize the importance of these qualities in building trust, fostering cooperation, and making positive contributions to their environment. Therefore, educational institutions should continue to integrate character education into the learning process, utilizing interactive media to create a more engaging and impactful learning experience for students in the digital era.

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