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The Influence of Articulate Storyline media on fifth-grade elementary students' interest in learning natural sciences

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ABSTRACT

This study aims to determine the effectiveness of using Articulate Storyline in increasing students' learning interest in science subjects. Articulate Storyline is an interactive digital learning tool that resembles PowerPoint but offers more advanced features and aligns with current technological developments. This study uses a quantitative, pre-experimental design. The research sample consisted of 30 fifth-grade students of SDN 161 Pekanbaru in the 2024–2025 academic year. Data collection techniques used documentation and questionnaires to measure the level of student learning interest. Data were analyzed using validity and reliability tests, as well as prerequisite tests such as normality, linearity, and hypothesis testing. The results showed that using Articulate Storyline increased students' interest in learning. Presenting material with systematic narratives and attractive visuals has been proven to motivate students in the learning process. Statistical analysis showed a significance value (Sig.) of <0.05, indicating a significant difference in learning interest after using this media. Thus, Articulate Storyline has been proven effective as a learning medium that can increase students' interest in learning. It is hoped that this learning media can be applied in subsequent learning.

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Articulate Storyline dalam meningkatkan minat belajar peserta didik pada mata pelajaran IPA. Articulate Storyline adalah perangkat pembelajaran digital interaktif yang menyerupai PowerPoint, namun memiliki fitur yang lebih canggih dan sesuai dengan perkembangan teknologi saat ini. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen jenis pre-experimental design. Sampel penelitian terdiri dari 30 peserta didik kelas V SDN 161 Pekanbaru tahun ajaran 2024–2025. Teknik pengumpulan data menggunakan dokumentasi dan angket untuk mengukur tingkat minat belajar murid. Data dianalisis menggunakan uji validitas, reliabilitas, serta uji prasyarat seperti uji normalitas, linearitas, dan pengujian hipotesis. Hasil penelitian menunjukkan bahwa penggunaan Articulate Storyline memberikan pengaruh positif terhadap peningkatan minat belajar murid. Penyajian materi dengan narasi yang sistematis dan visual yang menarik terbukti mampu memotivasi murid dalam proses pembelajaran. Analisis statistik menunjukkan nilai signifikansi (Sig.) kurang dari 0,05, yang berarti terdapat perbedaan signifikan dalam minat belajar setelah penggunaan media tersebut. Dengan demikian, Articulate Storyline terbukti efektif sebagai media pembelajaran yang dapat meningkatkan minat belajar peserta didik. Media pembelajaran ini diharapkan dapat diterapkan pada pembelajaran selanjutnya.

Kata Kunci: *articulate storyline; ilmu pengetahuan alam; minat belajar; sekolah dasar*

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INTRODUCTION

Education is a deliberate effort to help students realize their full potential, equipping them with the abilities and skills needed by government, society, and the state. The aim of education in a country is to produce high-quality human resources (HR) who can compete in the global market (Pradesa et al., 2024). Theoretical knowledge and understanding are the core of formal education, encompassing elementary, junior high, and high schools, as well as vocational schools. Every educational advancement includes a teaching and learning process. One way to think of learning is as a process that uses various experiences to complete a task or procedure. Young people need education to broaden their knowledge and sharpen their critical thinking skills as well as to build their future values, interests, and abilities. To help students achieve their learning goals, learning is a planned, structured process (Prayuda, 2022).

The Natural Sciences and Social Sciences (IPAS) curriculum in elementary schools aims to foster students' interest and curiosity in the phenomena around them, as well as foster an active role in preserving the natural environment and understanding themselves and their social environment in everyday life. However, in practice, learning in schools still separates Natural Sciences (IPA) and Social Sciences (IPS) content (Suardika, 2025). This research will focus on learning in Natural Sciences (IPA).

Natural Sciences learning aims to develop students' individual potential while enhancing their awareness of the social and natural environment (Azizah, 2021). Since many students still struggle to grasp key concepts, they need adequate support and learning tools to stay focused, engaged, and able to achieve learning objectives. An innovative learning environment is also needed to strengthen teacher–student communication and create a more effective learning atmosphere.

Interviews with fifth-grade teachers at SDN 161 Pekanbaru indicate that science instruction remains suboptimal. The dominant use of lectures and one-way teaching methods makes students passive, easily bored, unfocused, and unable to retain material effectively. As a result, fifth-grade students' interest and academic achievement have declined, as reflected in the daily assessment results for the first semester of the 2024–2025 academic year. Active learning that involves student participation is essential because students' lack of interest in the subject matter is another issue. The media must be able to build a constructive learning environment to improve students' focus and academic achievement. Learning media is also very important because it allows students to gain significant experience (Sari & Harjono, 2021). Educational media can function as a means for teachers to convey knowledge while increasing students' motivation to learn (Juhaeni, 2021). Improving learning activities to achieve a successful, efficient learning process can be achieved through the use of technology-based, interactive teaching materials that trigger students' interest in learning.

This shows how instructors' selection and use of learning media affect students' interest in learning, leading to poor learning outcomes. Students' low performance in learning activities is due to the instructor's firm control over them. This is especially true for teacher-centered exercises and conventional teaching techniques. On the contrary, it is essential to prioritize the interests and critical thinking skills of elementary school students (Dewi, 2024; Martir et al., 2024). To overcome this, learning materials are needed that can improve student learning outcomes.

One of them is to use teaching materials to explain the storyline. Narrative articulation is software that provides electronic learning support. The software can display narrative projects that include all video, audio, and visual materials using publication mechanisms such as HTML5, CDs, .swf, and websites. Articulate Storyline is another software that has some of the same features as Microsoft PowerPoint (Al Fajri & Chusni, 2024). Flow articulation now has additional features to increase student engagement. The use of engaging presentations helps to improve students' understanding.

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The learning tool used in this study is Articulate Storyline, which is suitable for the contemporary digital era. This material is almost identical to the PowerPoint usually prepared by educators. Unique storylines can be developed and modified in response to the needs and preferences to provide interactive media in the future. Both teachers and students benefit greatly when interactive technology is used in learning activities. Engaging media makes it easier for students to understand the content rather than just listening to the teacher explain it (Simangungsong, 2025). Student interest and learning outcomes can be improved by avoiding Articulate Storyline media.

Researchers develop engaging, story-based Natural Sciences resources to increase students' motivation to learn. The design and use of clear narrative application elements are intended to increase students' interest in following the learning process and improve their memory of what has been learned. This reinforces research findings that engaging storytelling media can motivate students to engage in the learning process fully. In addition, the use of this media can help students in understanding the information conveyed by the instructor, especially content that requires visual aids (Nurfajriani et al., 2020).

The field of education is greatly affected by advances in information and technology in the 21st century. Building an innovative and productive learning environment that can improve the learning process requires careful consideration of learning media, including story media. Story media is software that can help create modern digital-based learning for both beginners and specialists (Setyaningsih et al., 2020). The quality of these learning resources, which can be combined with audio, video, and other components, can help create interesting learning materials (Nurmala et al., 2021). Devices that can access published results include laptops, tablets, and smartphones.

Using the above-mentioned issues as a guide, the researcher will use the Articulate Storyline media to investigate scientific education. The use of interactive media, such as Articulate Storyline, in the classroom will make it easier for teachers and students to achieve learning goals and distribute learning among everyone. Research on the impact of using Articulate Storyline media in scientific teaching on elementary students' learning outcomes is urgently needed. Based on this, the researcher intends to conduct a study to determine the influence of Articulate Storyline media on fifth-grade students' interest in Natural Sciences. This research is important for improving student learning outcomes and making the Natural Sciences for fifth-grade students at SDN 161 Pekanbaru more focused and enjoyable.

LITERATURE REVIEW

Learning Media

The word "medium" comes from the Latin "medium", which literally means "middle", "intermediary", or "messenger". "Media" is an intermediary or messenger who uses Arabic to convey a message from the sender to the receiver. Audiences and message sources are connected by the media, which directs their thoughts, feelings, attention, and desires to support and engage them in the educational process. This is explained in the book entitled "*Tulisan Bersama Tentang Media Pembelajaran SD"* by Magdalena. The National Education Association (NEA) emphasized that the media is a tool that can be seen, heard, read, and managed. These instruments affect synchronization effectiveness and can be used effectively in educational activities. Media is an important tool that strategically influences how well the teaching and learning process moves students. This is because students' individual dynamics can affect their attendance. However, other studies state that the media serves as a means of disseminating information or messages that can stimulate students' interest in learning (Harahap et al., 2024; Yusnaldi et al., 2025).

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Learning media are tools used in the teaching and learning process. Learning media provides teachers with a means to act as distributors of information and disseminators of educational content (Nurhikmah et al., 2023). In this case, teachers are required to use various appropriate open media. This view aligns with other experts' views, who state that learning media encompasses everything that can be used to provide students with information and support the learning process (Ramadani et al., 2023).

In short, learning media is a teaching and learning tool that can increase students' interest in learning. All materials used to help the student learning process, such as real objects and the surrounding environment, are called learning media.

Interest in Learning

The psychological characteristics of participants in the self-development process include passion, drive, and a desire to change their behavior through various activities, including learning. Knowledge and experience are the objectives of the activities listed. In other words, students' enthusiasm and engagement in learning indicate that they are paying attention to and satisfied with their learning experience (Nasrulloh & Amal, 2024). The tendency that makes a person passionate about something is an interest in learning. In addition, intentional actions or attempts to cultivate interest can result in relatively long-lasting behavioral changes. Instructors contribute significantly to the teaching and learning process by increasing students' interest in the material (Muliani, 2022). Characteristics that indicate interest in learning include a tendency to engage in culturally influenced learning activities, to maintain focus, and to remember information (Ilato & Payu, 2020). Interest is also directly related to the goal. Motivated students are more likely to take their goals seriously. When combined with engaging activities, education can be a powerful incentive for children.

In students' lives, interests are vital and strongly influence their attitudes and behaviors. Students with high learning motivation will study more actively than those without it. Increasing students' motivation can increase their interest in learning (Aprijal et al., 2020). Students' enthusiasm for learning is one factor that can improve learning achievement in school. This is because students' enthusiasm for learning affects their learning outcomes. Students will be happier and more satisfied with what they learn, and will focus more on activities or subjects that interest them.

Emotional and cognitive interest can be divided into two groups. The cognitive aspect states that knowledge, understanding, and concepts generated and acquired through experience or interaction with the environment always take precedence over interest (Alfy et al., 2025). The affective component uses evaluative techniques to determine worthwhile activities to demonstrate emotional intensity. Consequently, a person will devote their full attention to an activity when a strong personal interest accompanies it (Nirmala et al., 2024).

Articulate Storyline

The Articulate Storyline software can create learning materials. While it offers additional options for student communication, Articulate Storyline's capabilities are almost identical to Microsoft PowerPoint. By integrating visual, audio, and audiovisual resources, Articulate Storyline can facilitate learning. HTML5, CD, and .swf formats are available for this software distribution (Juhaeni et al., 2021).

Because it is easy to use for creating interactive materials, Articulate Storyline's interface is comparable to PowerPoint. Students can interact with and experience scenes and slides that include text, photos, animations, videos, and audio, along with a quiz menu to support their use of instructional tools built with

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Articulate Storyline. This is because the use of eye-catching fonts in presentations helps students remember the material (Safira et al., 2021). The use of Articulate Storyline to create educational resources begins with collecting and compiling the necessary image, audio, video, and animation content, then publishing the final product (Nurmala et al., 2021). Because story depiction software offers many benefits, it is well-suited as an interactive learning tool to increase student engagement and understanding. Clearly conveying the storyline can make it easier to create and use storylines during learning, and can improve students' understanding by including resources that use writing, voice, and video to illustrate the subject matter.

Teachers and students must be proficient in using electronic devices to access these internet-based materials, which helps them become proficient in using technology as a teaching aid. Teachers can be more creative when creating interesting and communicative learning materials by clearly stating the storyline (Juhaeni et al, 2021). This can also increase students' interest and learning outcomes (Setyaningsih et al, 2020). It is clear from the descriptions above that clear storylines in self-paced learning can help students understand the subject matter more easily, as they can learn at their own pace. Students become the center of learning when they use clear storyline apps to learn individually.

A clear storyline has some interesting features that can help with the learning process: (1) it is easy to create your own, regardless of your level of experience; (2) You can add various file formats, including text, images, videos, animations, and more; (3) can be in audio and visual form; (4) You can create quizzes using apps that do not require you to upload external files; and (5) offering interactive content that encourages students to learn more (Indriani, 2023).

The benefits of Articulate Storyline include its high level of interactivity, accessibility, and ease of understanding the language. Videos, characters, sounds, graphics, and animations can all be added to this content to make it more engaging. In addition to its benefits, Articulate Storyline also has its drawbacks. Teachers cannot directly provide summaries or comments during the assessment test, and there are obstacles on the screen when the product is in use, unlike internet media in general (Mufidah & Khori, 2021). Articulate Storyline has the disadvantage of being a premium program with a 1-month free trial. To get free access to the Articulate Storyline program for 1 month, users must change their accounts each month (Afnisah, 2023).

Elementary School Natural Sciences

Learning Natural Sciences (IPA) provides students with opportunities to develop into extraordinary human beings who can take the initiative to solve various daily problems (Baharuddin et al., 2017). Science is one of the subjects that directly affects students' learning atmosphere (Utami & Renda, 2019). Science emphasizes providing students with experiences that help them develop the ability to conduct scientific research on nature (Mayuni et al., 2019).

In addition to providing knowledge of facts and ideas, science education also requires the active use of scientific mindsets and methods in the investigation of natural phenomena (Utami & Renda, 2019). Science education requires students to be engaged and innovative in their understanding of subjects and resources. Of course, competent teachers are needed to facilitate learning and achieve this. Natural Sciences in elementary school should be engaging, fun, and student-centered (Andriyani & Kusmariyatni, 2019).

Studying real natural phenomena, both in the form of events and in reality, as well as causal relationships, is one of the characteristics of science, which is a collection of sciences. Currently, the science group consists of the following disciplines: Biology, Physics, Natural Sciences, Astronomy/Astrophysics, and Geology. This definition makes it clear that Natural Sciences are critical to understand the nature of human

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existence. This is because nature, its constituent substances, and various natural events that occur in it, are all fundamental to our lives.

METHODS

Using experimental research methods and quantitative strategies, the researchers conducted their research. Research that demonstrates a causal relationship between independent and dependent variables and directly affects the variables being studied is known as experimental research. Pre-Experimental Design is the experimental research design to be used. Pre-Experimental Design Research is an experimental study that, in theory, uses only one group and has no control group. The researchers used a Pretest-Posttest-Group Design as part of their Pre-Experimental Design. The research design consisted of a pre-test before therapy and a post-test after treatment.

For the 2024–2025 school year, all fifth-grade students of SDN 161 Pekanbaru participated in this study. The population was chosen because of the condition of the elementary school, which enabled collaboration. For the 2024–2025 school year, the researcher used 30 fifth-grade students from SDN 161 Pekanbaru as samples. The research hypothesis, primarily whether the use of Article Storyline media affects the Natural Sciences interest of fifth-grade students at SDN 161 Pekanbaru, must be submitted based on the background, theoretical study, and conceptual framework described. This will help the researcher stay focused. To collect information to support the study, questionnaires and documentation are used to assess students' knowledge levels. Statistical data analysis procedures, including validity and reliability tests, were used in this study due to their quantitative nature. In addition, tests from prerequisite analysis, normality and linearity tests, and hypothesis analysis that include hypothesis testing are used.

RESULTS AND DISCUSSION

This research was carried out in the fifth grade of SDN 161 Pekanbaru, after receiving approval from the school and a research permit from the campus to conduct research in the school environment. After getting permission from the school, the researcher met with the principal and the homeroom teacher of class V to prepare a research schedule.

The research was carried out by administering an initial questionnaire to determine the initial condition, followed by treatment in the form of teaching using Articulate Storyline media. The next activity was administering a final questionnaire to assess the influence of Articulate Storyline media after treatment.

Description Analysis

In this study, descriptive analysis refers to the general description of the variables that are the basis for further discussion. The initial and final states for each variable studied will be presented in the following general description. The research in class V provided the results of the initial and final multiple-choice questionnaires. Three factors became the focus of the research, with Articulate Storyline media as the X variable. Descriptive statistics in this case provide an overview of students' interests and performance on the initial and final questionnaires.

Test Results of the Use of Articulate Storyline Media on Learning Interest

The test results on the use of Articulate Storyline media showed that learning with it was effective in the experimental class. The questionnaire instrument administered to 30 students showed good consistency, with a Cronbach's Alpha reliability of 0.770 on 8 statement items. In addition, validation by experts on

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learning objectives, material quality, user interaction, and media design aspects also showed valid results, with an r count value higher than r table and an overall score of 0.77. Thus, the Articulate Storyline media was declared reliable, valid, and suitable for use as a learning medium.

The learning interest test also shows that all data are valid and can be processed, with a reliability of 0.864 across 20 questions. Students and teachers carry out the validation process. With the value of the aggregate media validity result of 0.77, the Reliability criterion is met.

Results of Articulate Storyline Media Validation on Learning Interest

Media Member Qualification and Material Expert Qualification Test

Before launching a clear storyline-based learning media trial, the specialists conducted a feasibility test. Two specialists who are validators conducted media feasibility tests. By gathering information, feedback, and recommendations from validators, this feasibility test seeks to make today's explicit storyline-based learning materials high-quality products in terms of content, display, and appeal, ensuring they are suitable for use in the educational process. After providing the analysis, the researcher processed the assessment data obtained, with the following results: the learning media offered by the two professional media validators had an average score of 92.7%, with 90.7% and 94.7% in the "Excellent" category. The feasibility of learning media based on flow articulation was evaluated by two professional media validators, and the results showed an overall score of 92.7% in the Excellent category.

As for material, after the assessment was given, the researchers evaluated the data and found that the learning media produced by the two content professional validators obtained an average score of 92.0%, with 94.0% and 90.0% in the "Excellent" category. The practicality of learning media was evaluated based on the articulation of the storyline by two knowledgeable material validators. The results showed an overall score of 92.0% in the Excellent category.

Linguist Qualification Test

Before the fluent storyline-based learning media were tested, the specialists conducted a feasibility study. Two language experts conduct a linguistic feasibility test. By gathering information, feedback, and recommendations from validators, this feasibility test seeks to confirm that today's fluent storyline-based learning materials are high-quality products from a linguistic perspective and appropriate for use in the educational process. After the assessment was given, the researchers evaluated the data and produced the following findings. The learning media provided by two linguist validators received validation results of 95.9%, 95.8%, and 96.0% in the "Excellent" category, as shown in Table 7 above. Two professional material validators evaluated the practicality of flow articulation-based learning media, and the results showed an overall score of 96.0% in the Excellent category.

Results of Teacher and Student Responses

To conduct this assessment, the student response questionnaire is divided into several statements about the media produced, which affect the student's motivation to learn. Three components are used in response: language and communication directed at objects or replies to actions or deeds; media effectiveness; and learning interests. These findings show that the learning interest component performs very well, with an average score of 92.5%. Overall, the students' responses yielded a 90.0% score, with 95.0% in the excellent category.

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As for the teacher response, in the excellent category, the average score based on the findings was 98.4%. 96.9% and 100.0%, respectively, are percentages based on the total number of teachers' responses in the excellent category. In summary, learning materials with a straightforward narrative increase students' enthusiasm for learning and are very appropriate for both students and teachers.

The purpose of this research was to gather student feedback on the product, using a questionnaire. Teachers can use students' media engagement as a benchmark for their progress in class. Therefore, teaching materials with an interesting flow are believed to increase students' motivation to learn.

Normality Test

In this study, the normality of the data was tested using the Shapiro-Wilk test with a significance level. 0,05.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.91978720
Most Extreme Differences	Absolute	.089
	Positive	.089
	Negative	-.076
Test Statistic		.089
Asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
Source: Research 2025

To qualify for the simple regression normality test, the remaining data must be normally distributed, as indicated by the p-value of 0.200, which is> 0.05. Based on **Table 1**, the significance value (sig.) is 0.200. Thus, the results of the normality test indicate that the data are typically distributed.

Linearity Test

The linearity test in this study was conducted using SPSS version 25. **Table 2** shows the results of the linearity test calculations.

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Table 2. Linearity Test

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
AC Media Interest Learning	*Between inGroups	(Combined)	141.233	14	10.088	3.328	.014
		Linearity	84.372	1	84.372	27.835	.000
		Deviation from Linearity	56.861	13	4.374	1.443	.246
	Within Groups		45.467	15	3.031		
	Total		186.700	29			

Source: Research 2025

The value of sig. 0.246 > 0.05 at the deviation of linearity indicates a linear regression. As shown in the attached table, the significance value (sig.) is 0.246. Thus, the test data exhibit a linear distribution.

Simple Reset Test

To evaluate the researchers' hypotheses, this study uses fundamental regression analysis with data processing software. The following are the results of the calculation in **Table 3**.

Table 3. Simple Regression Test

Coefficient						
		Unstandardized Coefficients		Standardized Coefficients		
	Type	B	Std. Error	Beta	t	Sig.
1	(Constant)	31.948	8.236		3.879	.001
	Media AC	1.403	.292	.672	4.805	.000

a. Dependent Variable: Learning Interest
Source: Research 2025

The equation Y=31,948+1,403X is obtained. Based on the results of the t-test, the influence of Articulate Storyline media on the learning motivation of fifth-grade students was shown by a calculated t-value of 4.805 > t table (1.697) and a sig value. by 0.00 < 0.05.

Coefficient of Determination

Table 4. Coefficient of Determination

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.672a	.452	.432	3.989

a. Predictors: (Constant), AC Media
b. Dependent Variable: Learning Interest
Source: Research 2025

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Table 4 shows that the R-squared value obtained is 0.452. Based on this, the media accounted for 45.2% of the learning interest variable, while the remaining variables were not studied.

Students' average scores on the learning interest questionnaire increased both before and after they used the Articulate Storyline material. Pleasure, interest, participation, and attention are indicators of learning interest. These findings were based on a comparison of students' questionnaire responses before and after they were given Articulate Storyline media. This is further supported by comparing questionnaire responses and by examining test results. According to the assessment results, the enthusiasm of fifth-grade students in learning can be influenced by the use of interesting Storyline media.

Discussion

Articulate Storyline is a learning tool used in this research and is designed to be easy to use without compromising learning quality. Despite this, Media Articulate Storyline is suitable for use in learning activities. This is because teachers who can create a supportive learning environment can increase student attention during the learning process (Azzahra et al., 2023).

Daily, textbooks and blackboards are the only tools used in the teaching and learning process, especially as learning media. No supporting media are used. Based on observations at SDN 161 Pekanbaru, the elementary school already has adequate facilities and infrastructure, including a projector screen, a computer lab, and Wi-Fi. This is certainly concerning because it is not balanced with appropriate utilization. Without utilizing other learning resources, teachers rely solely on textbooks and blackboards. As a result, students become less engaged in the teaching and learning process and fail to understand the material presented. Learning media is a tool that can enrich students' knowledge and increase interaction between teachers and students (Hidayah et al., 2023). This has also often proven ineffective in improving student learning outcomes (Rakhman et al., 2024). Therefore, engaging and specially designed development materials must be available. Supportive media is crucial for helping students better understand what they are learning and for keeping them engaged and enthusiastic. Use engaging learning materials to increase motivation (Rozhana & Anwar, 2022).

Furthermore, using learning resources they had never used before further strengthened their growing interest in learning. Students' enthusiasm for the subject matter significantly impacted their learning activities. Learning new things is easier for interested students (Lakari et al., 2020). This also aligns with other research that states that Articulate Storyline-based learning can foster a desire to learn because the media presentation makes students feel happy and engaged (Sari & Harjono, 2021). Articulate Storyline media significantly influences the interest and learning outcomes (Idris et al., 2025; Rajagukguk et al., 2025).

In this study, the use of Articulate Storyline media was proven to have a positive impact on students' learning interest. Additionally, Articulate Storyline offers other distinct advantages. Some similar studies show that one of the advantages of this learning medium is its ability to adapt to the time and the students being taught (Halimah & Indriani, 2021). As is known, SDN 161 Pekanbaru already has sufficient facilities for using this Articulate Storyline media. This facility can support learning with Articulate Storyline directly in schools or during distance learning, ensuring that material delivery remains effective and that the learning process is supported (Mufidah & Khori, 2021).

Some factors influence the successful use of Articulate Storyline as a learning medium; one is the content: the narrative language used makes it easier for students to understand the learning content being presented. Because, as is known, Articulate Storyline consists of narrative text, sound, images, and even interesting graphics (Nadzif et al., 2022).

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Therefore, the use of Articulate Storyline at SDN 161 Pekanbaru can be one of the learning media that can be implemented. With adequate facilities and a positive response from students, this could be one innovation that makes learning more enjoyable and sparks students' interest in learning. Nevertheless, the school still needs to support this implementation by socializing its use with other teachers so that it can facilitate its creation and classroom application later.

CONCLUSION

The use of Articulate Storyline increases fifth-grade students' interest in Natural Sciences at SDN 161 Pekanbaru, as indicated by learning interest data. The analysis indicates that how the storyline is presented increases students' learning motivation. The use of a clear storyline impacts the Natural Sciences outcomes of fifth-grade students at SDN 161 Pekanbaru. Articulate Storyline has a positive impact on student learning outcomes, according to research findings. Fifth-grade students at SDN 161 Pekanbaru benefit from a clear storyline, both for attention and learning outcomes. It is recommended that in the future, the school implement this learning medium for all grade levels, so that students' interest in learning can increase. Furthermore, for future research, it is hoped that other aspects of the application of Articulate Storyline media in learning or in other subjects can be investigated.

AUTHOR'S NOTE

The author declares no conflict of interest regarding the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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