

DEVELOPMENT OF INTERACTIVE LEARNING MEDIA FOR ENGLISH SUBJECT USING ARTICULATE STORYLINE

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ABSTRACT

The limited learning resources used by teachers in the classroom and the inability of teachers to use technology as a learning tool are the main causes of students' disinterest in learning. To increase the interest of fourth grade elementary school students in English courses, this research aims to create interactive learning materials based on the Articulate Storyline thematic map. The five steps of the ADDIE development model of analysis, design, development, implementation and evaluation form the basis of this research methodology. A total of 15 students, media experts, and material experts are the subjects in this study. Three data collection methods were used: questionnaires, interviews, and observations. Descriptive and categorical data analysis was used to determine the feasibility of the media created. With the findings from the material expert testing of 92% which is classified as very good, and from the media expert of 94% which can also be classified as very good, the research results obtained by Articulate Storyline-based interactive media can be declared feasible. Meanwhile, the statement is considered valid based on the findings of the student questionnaire response sheet, which shows that the average validity result of r count for the validation level of the student learning interest questionnaire is 0.598. With a reliability value of 0.925, it falls into the excellent category as well. Based on the results of the trial, this interactive media with Articulate Storyline is suitable for use by teachers to support the delivery of material and encourage student enthusiasm.

Keywords: *ADDIE model, articulate storyline, interactive learning media*

INTRODUCTION

The ADDIE model is a systematic instructional design framework consisting of five phases: Analysis, Design, Development, Implementation, and Evaluation. It is commonly used to guide the creation of effective learning experiences by ensuring each stage aligns with learner needs and educational goals (Gamal, 2025). The model emphasizes ongoing evaluation and refinement to maximize instructional effectiveness. In English language classrooms, ADDIE is often applied to develop interactive materials and lesson plans that support language acquisition through structured, student-centered activities (Gamal, 2025; Mariam and Nam, 2019). According to Henriksen et al. (2020), good learning can improve students' creativity and HOTS thinking skills. In addition, effective learning provides opportunities for students to actively participate in constructing their own knowledge.

Learning is the main source of foundation for the progress of a nation, therefore it is hoped that with learning, quality and competent human beings are created as stated in the Indonesia's national learning objectives, which basically means that learning has the aim of improving skills, shaping traits, and increasing the abilities contained in student participants, and so that

they can become human beings who are faithful and pious, noble, knowledgeable, capable, creative to create students in accordance with the objectives desired by the framework of ADDIE (Inayah and Mulyati, 2021), so schools as organizers of the learning process must improve in terms of revisions and changes in all learning components. Thus, the school as the organizer of the learning process must improve in terms of revisions and changes in all components of learning. Educational activities link various learning components. One of the learning components that is no less meaningful is the existence of a curriculum as a special education guide in elementary schools.

English is a vital skill for Indonesian students as it connects them to global opportunities in education, careers, and communication. It's part of the national curriculum and helps students access knowledge, engage internationally, and compete in a globalized world. There are many methods and materials that can be created to educate, foster and improve, and shape the personality of student participants, one of which is through the subjects that have been included in the curriculum listed in the English education subject.

A tool for delivering information to students is a learning media intermediary. In English learning, the selection of media must suit students' needs, the language objectives, and the types of expected responses, such as speaking, listening, or vocabulary recognition (Isnaeni, Zalmansyah, and Harum, 2022; Mamat et al., 2020). One of the main uses of teaching media is to serve as a teaching aid that supports structured lessons created by the teacher. In certain situations, learning media can even represent the teacher by delivering English materials in an engaging and accessible way. If well-designed, the media can function independently to help students improve their English skills, even beyond classroom hours. Therefore, learning media in English is not limited to physical tools as it also includes anything containing instructional material that helps students gain knowledge, practice language skills, or shift their understanding of the English language (Baldah, Mulyadi, and Wijayatiningsih, 2024).

Currently, the learning process prioritizes technology, one of which is interactive media. Interactive learning media can optimize the student learning process because it is not only interesting, fun and can improve student skills as evidenced by a journal written by Arono with the title "Improving Students Listening Skill through Interactive Multimedia in Indonesia," which explains that interactive multimedia is an efficient educational medium for improving students' critical listening skills in English classes.

The development of interactive educational media is a unity of the procedures for using technology to help the learning process or delivery of material which aims to homogenize the modules that are informed so as to make the teaching and learning process clearer, more interesting and can save time. In this case, the development of Articulate Storyline media includes analysis, design, development, implementation, and testing.

The neglect of media use is due to various reasons such as limited time for teaching preparation and difficulty in finding the right media. The use of media is not yet optimally utilized computer devices and the accompanying software features as a learning medium. The existing computers are only used as equipment for learning computer programs, while we can use computers and the accompanying software features as a fun learning medium and can be used in explaining abstract matters into more concrete things so that they are more easily understood by students. Especially in the context of learning English, which often involves abstract concepts such as vocabulary, sentence structure, and grammar rules (Hadijah, Marhamah, and Shalawati, 2020).

Articulate Storyline is suitable for producing an interactive educational media because there are instant menus to increase reading, images, animations, videos, and quizzes, so that students in using the media can directly relate to and demonstrate the material being studied (Saeedi and Najjarpour, 2025). The output that can be produced from Articulate Storyline

varies, ranging from formats for android users, as well as computers. The results of Articulate Storyline make it easy for users to be able to access freely on their respective device.

The use of Articulate Storyline itself is still very lacking among citizens. Meanwhile, the use of this application is similar to power point from the Microsoft industry. Articulate Storyline has the main features that are useful in creating interactive educational media, namely, features for designing interactive questions that have various modifications ranging from multiple choice, matching, true-false, and many more; which are all highly relevant for language learning assessment activities in English classrooms (Fadhillah et al., 2024; Mariam and Nam, 2019).

In the current Indonesian education system, teachers are burdened by various kinds of administration and additional tasks besides teaching. Of course, this is very disturbing and a challenge for teachers to continue to present maximum learning to students. The development of technology today can be used as an alternative solution in solving this problem. By involving technology in this case in the form of the Articulate Storyline application which has a lot of interesting features such as animated videos, images, evaluation questions with various types that can be used in supporting the learning process and making students more interested. In addition, Articulate Storylines are very easy to apply (Baldah, Mulyadi, and Wijayatiningsih, 2024).

Based on the results of previous studies, researchers developed alternative problem solving through Articulate Storyline learning media. This Articulate Storyline application can make it easier for teachers to teach material to make it more interesting, and try to implement learning media innovations. This research is expected to help educators in providing knowledge to students and making it easier for them to acquire, as well as sparking their interest and excitement in learning, both in online and offline learning activities and assist teachers in optimizing the use of technological advances, especially, in teaching English to elementary school students.

METHOD

This researcher used R&D with the ADDIE development model created by Dick and Carry. The five stages of ADDIE from Dick and Carry are Analysis, Design, Development, Implementation, and Evaluation (Tegeh et al., 2019). Research with the ADDIE model is a systematic approach to designing, developing, and evaluating learning programs. The model is used in a variety of education and training contexts to ensure that the learning process is effective, efficient and meets the stated objectives.

Respondents

The subjects of this study were 15 students in one of the elementary schools in Tasikmalaya City. Media experts and material experts are a principal and teacher. This is to find out how valid and feasible the media developed is.

Instruments

This data collection technique uses interviews and questionnaires. Interviews were conducted with teachers while questionnaires were given to material experts and media experts to test the feasibility of an interactive learning media made. The questionnaire sheet in the expert test uses Likert scale with a score range of 1-5 with criteria not good to very good.

Table 1: Expert validation index

Interval	Category
1%-20%	Very Bad
21%-40%	Bad
41%-60%	Fair
61%-80%	Good
81%-100%	Very Good

Procedures

The analysis stage is the first step used by researchers to identify problems. The procedures followed include instructor and student analysis and learning analysis. At this stage, fourth grade teachers were interviewed to find out the challenges they face when implementing teaching and learning activities. The design stage began with the second step, which was to select the best product to represent the design plan. At this stage, a flowchart representing the content of the interactive learning material will be drawn using Articulate Storyline. Interactive learning material with Articulate Storyline, which is depicted in a script and flowchart to help in the next stage of development. script to help in the next stage of development. Competencies, resources, games, quizzes and development profiles are all included in the design.

The product design implementation step is based on the Articulate Storyline interactive learning media development design. Material experts and media experts are consulted for verification and validation before being applied in the learning process. The purpose of validation is to identify the media and content that has been created by the validators. The application stage, also known as the implementation step, involves applying the established product design for use in a real-world setting for a development trial limited to the school chosen as the research site. At this stage, the researcher conducts an evaluation to provide feedback on the next media implementation, while the teacher uses the developed media to carry out learning activities. In the next media application, a limited trial involving 15 students was conducted. At the Evaluation stage, researchers conducted a final assessment of the interactive media that had been tested at the final stage of this development. After conducting initial testing and making the necessary corrections based on feedback, researchers conducted a final assessment of the interactive media that had been made previously and then refined based on feedback. The purpose of this evaluation is to look at student learning interest, media feasibility, and media validity after the use of the media that has been made at the implementation stage. after the use of the media that has been made at the implementation stage. Student interest questionnaires and questionnaires that have been filled out by validators are the basis for the evaluation process at this stage. curiosity about what students are learning.

Data Analysis

Data analysis of this research includes: (1) reducing data or summarizing, selecting key things, focusing on important things, looking for themes and patterns based on data collection techniques using questionnaires, interviews, and observations. (2) Testing the data to obtain

valid and reliable data. (3) Displaying data using tables or images to make it easier to read data or take the essence of the text. (4) Drawing conclusions from the results of data processing.

FINDINGS AND DISCUSSION

Findings

Analysis Stage

The Analysis stage in the ADDIE method is the first of five stages in the ADDIE instructional design model (Gamal, 2025; Inayah and Mulyati, 2021; Kusumawati, 2017). The Analysis stage aims to identify needs, objectives, and various factors that will affect the learning design, specifically for English learning in a primary school context. This includes identifying and organizing learning materials that are relevant to the stated objectives. It involves gathering and evaluating information and resources to be used in English instruction. Data collection was done by interviewing relevant sources.

Interviews were conducted with fourth-grade English teachers in one of the primary schools in Tasikmalaya City, which made it possible to investigate the problems that arose in the research subject. Based on the results of the interview, the educators had never used interactive media as teaching aids in English lessons because they did not have the time, knowledge, or skills needed to create digital learning materials. Instead, they relied on printed books and videos for online learning, and WhatsApp for offline learning. These findings were also supported by classroom observations made by the researchers. From these observations, it was found that the teachers often used teacher handbook media in teaching. This appeared boring for students and tended to make them unmotivated to learn English.

Design Stage

The Design stage in the ADDIE model is the second stage that follows the Analysis stage. This stage aims to plan the learning strategy that will be used to achieve the objectives set at the Analysis stage (Inayah and Mulyati, 2021). The first step is to design learning objectives by outlining specific, measurable, achievable, and relevant outcomes for English language learning. The second step is to develop a learning plan by structuring a sequence or roadmap, including the order of topics or modules to be taught. The third step is to select and design the media and tools to be used in the learning process or in this case, Articulate Storyline-based interactive media for English instruction.

In preparing the first Articulate Storyline-based interactive media, a search for learning resources was conducted at this design stage. The material selected was English Class IV subject matter focusing on folktales as cultural content relevant to Indonesian learners. Resources included Wikipedia and blogs. In addition, the main menu and media intro/opening instructions were designed based on a simple, easy-to-follow storyline. Features such as learning competencies, material content, games, quizzes, and developer information were placed in the main menu, while the instruction page provided guidance on button functions and how to use the media effectively in class (Saeedi and Najjarpour, 2025).

Development Stage

The Development stage in the ADDIE model is the third stage after the Analysis and Design stages. This stage focuses on making and testing learning materials that have been designed previously. Key steps include creating English learning content, developing the media and tools to be used in class, and testing the materials with a small group of students or experts to identify problems or weaknesses.

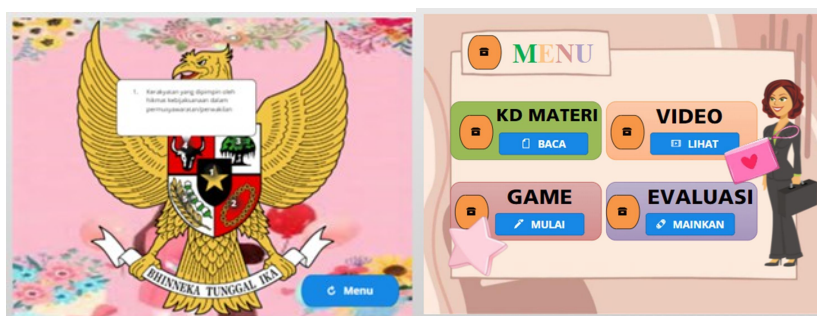


Figure 1. (Development Articulate Storyline)

The learning material developed was Class IV English content related to Indonesian folktales. The chosen media was Articulate Storyline-based interactive content. Before being used in class, the media was reviewed and validated by media and material experts. Table 2 displays the expert validation results:

Table 2. Expert Validation Results

No	Subtheme	Ideal Score	Actual Score	%	Category
1	Material	50	46	92%	Very Good
2	Media	85	80	94%	Very Good

From table 2, it is clear that the feasibility of the learning media developed by both is included in the excellent category, which indicates that the interactive learning material based on Articulate Storyline has a very high quality. The material expert scored 46 with a percentage of 92% with a very good category. The media expert scored 80 with a percentage of 94% with a very good category. This indicates that Articulate Storyline-based interactive learning media can be used in teaching English to grade IV elementary school students.

Implementation Stage

The Implementation stage in the ADDIE model is the fourth stage that follows Development. At this stage, the designed lesson plan is tested in a real classroom setting to ensure students can access and use the media effectively during English learning. The researchers followed several steps to support this process. These included understanding the materials, ensuring functionality of the media and tools, organizing the classroom environment, implementing the learning activities according to the design, and monitoring the learning process to ensure smooth delivery.

During this stage, students were given access to the interactive media as part of a limited trial. After the media was presented in English class, the students were asked to complete a questionnaire to assess their interest in learning. The questionnaire consisted of 20 statements. Table 3 presents the analysis of the students' responses.

Table 3. Validity of Interest Questionnaire

Index Range	Category	Limited Product Tiral	
		<i>f</i>	%
0.81 - 1.00	Very high	3	15
0.61 - 0.80	High	10	50
0.41 - 0.60	Fair	5	15
0.21 - 0.40	Low	1	10
0.00 - 0.20	Very low	1	10
	Total	20	100%

With an average *r* count of the validation level of the student interest questionnaire of 0.598, the statement is considered quite valid. Based on the limited validity and reliability test table, the results of the 20 statement items tested were obtained. A total of 3 (15%) statement items are in the very high category, 10 (50%) statement items are in the high category, 5 (15%) statement items are in the moderate category, 1 (10%) statement item is in the low category, and 1 (10%) statement item is in the very low category. Finding a Cronbach's alpha reliability value of 0.925, and *N* to 20 items - as many as fall into the highly reliable category - is the goal.

Evaluation Stage

The Evaluation stage in the ADDIE model is the last stage that aims to assess the effectiveness and efficiency of the implemented learning program. This evaluation is carried out thoroughly and continuously, covering the entire process from the Analysis to Implementation stage. In this stage the product is declared feasible and valid for use, according to the results of expert testing and media validity, but there are still some expert test results that need to be improved (Isnaeni, Zalmansyah, and Harum, 2021; Kusumawati, 2017). This includes media materials that need to be slightly revised before being tested in elementary schools because there is too much information and images that are too small and unclear. From this data, it can be said that students are interested or interested in the use of interactive media based on Articulate Storyline as a medium to support the achievement of learning materials.

From these data, it can be concluded that students showed interest in using the Articulate Storyline-based interactive media to support their English learning. The findings indicate that such media can enhance student engagement and help achieve learning objectives in English classrooms at the primary level.

Discussion

Based on these findings, it is determined that interactive learning media with theme-based narratives for fourth-grade English learners is considered valid and feasible to use. This conclusion is supported by several factors.

First, interactive learning media based on thematic artifact narratives is feasible because the trial results show that 92% of material experts and 94% of media experts found the product met eligibility criteria. This strong validation is closely tied to the quality of the media and

content produced. The media was specifically designed to meet the needs of elementary school children, especially those in grade IV. The alignment of media content with learning objectives further reflects its feasibility, while the format, quality, and appropriateness of the ideas presented in the media meet the expectations set by existing educational frameworks (Amirullah & Hardinata, 2017; Wulandari et al., 2019; Yamin, 2020).

Second, this media supports teachers in delivering material more effectively. It helps simplify content for students, enhances their understanding of English lessons, and captures their interest (Hadijah, Marhamah, and Shalawati, 2020). Students are able to engage with the material both interactively and independently. When learning media is appropriately used, it fosters a productive and successful learning environment that positively impacts student comprehension (Saputra & Filahanasari, 2020).

Third, the media design itself appears to stimulate student interest in learning. Students tend to follow the entire lesson, remain engaged throughout the media experience, and actively complete all the commands presented, starting from the introductory guidelines and learning objectives to the exercises and quizzes. They find joy in the learning process. Learning media like this increases the efficiency and effectiveness of teaching (Nurrita, 2018). It also creates a more engaging atmosphere, prompting students to take an active role in their own learning. The process becomes dynamic and enjoyable (Karo & Rohani, 2018). Moreover, the availability of appealing educational materials can further boost students' motivation to participate in class activities (Marwatoen, 2015). As student interest increases, so do their learning outcomes. There is a direct relationship: when students are more interested, their performance in learning also improves. Thus, the development and use of learning media should be aligned with students' needs and the advancements in [English] educational technology (Fadhillah et al., 2024; Mamat et al., 2020).

The use of interactive learning materials based on Articulate Storyline makes the media highly suitable for supporting both classroom instruction and self-directed learning. This finding aligns with various other studies. For example, Yumini (2015) found that interactive media can play a key role in supporting classroom learning. Rafmana and Chotimah (2018) developed multimedia with engaging narratives, which were found to be valid, practical, and capable of enhancing student enthusiasm. Similarly, Setyaningsih et al. (2020) concluded that interactive media with interesting narratives positively impacted fourth-grade students' social studies performance and motivation. Therefore, the interactive media developed in this study is not only useful but also has a significant positive effect on students' interest and learning outcomes in English classrooms.

CONCLUSION

This interactive media, developed using Articulate Storyline, can assist fourth-grade teachers in delivering English lessons, help students better understand the subject matter, and increase student engagement in the learning process. The material expert gave a score of 46 with a percentage of 92%, falling into the "very good" category. The media expert gave a score of 80 with a percentage of 94%, also categorized as "very good." Questionnaire data regarding student interest in the Articulate Storyline-based media indicates that, on average, students showed interest in using the media as a learning support tool to achieve instructional objectives. Suggestions for future development of interactive media include more careful planning, ensuring the content is complete and engaging, and using original image designs to avoid plagiarism detection when uploading to platforms such as the PlayStore. Additionally,

uploading the media to the PlayStore would make it more accessible for students and support its use in both classroom and independent learning environments.

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