

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

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Abstract

One of the efforts to overcome the problem of Arabic language learning is to increase the motivation of learning using learning media. The learning media today is very diverse depending on how teachers make good use of it. The research is based on articulate storyline 3 application. The purpose of this study is to find out how articulate storyline 3 application is used and the effectiveness of its application. This study uses quantitative approach, a type of experimentation research with pre-experimental research design one group pre-test post-test. Data collection method with observation, interview, and questionnaire. The method of data analysis with validity test, reliability test, normality test, hypothesis test, and effectiveness test. The results of the study in class VIII Ibnul Jazari at SMP Ar-Rohmah Putri, Dau Malang district showed that Articulate Storyline 3 can increase learning motivation based on four indications of increased motivation including, 1) Students' interest in Arabic; 2) Students are active and responsive in Arabic language learning; 3) Students pay attention to the teacher's explanation; 4) Students dare to ask and answer the questions given. The indication is supported by the data from the paired sample T-Test obtained by $0.000 \leq 0.05$ which shows a difference in motivation level before and after the application of the media with the result of gain calculation obtained results of 0.71 which means high effectiveness. So it can be concluded that the use of Articulate Storyline 3 as an interactive learning medium to increase the motivation of learning Arabic students in Ar-Rohmah Putri, Dau Malang district is declared effective because it is at a high level of effectiveness.

Keywords: Articulate Storyline, Interactive Learning Media, Learning Motivation

Abstrak

Salah satu upaya mengatasi permasalahan pembelajaran bahasa Arab yaitu dengan meningkatkan motivasi belajar menggunakan media pembelajaran. Media pembelajaran saat ini sudah sangat beragam tergantung bagaimana guru memanfaatkannya dengan baik. Penelitian ini berbasis Articulate Storyline 3. Tujuan penelitian ini adalah untuk mengetahui bagaimana penggunaan Articulate Storyline 3 dan tingkat efektivitas penerapannya. Penelitian ini menggunakan pendekatan kuantitatif, jenis penelitian eksperimen dengan

desain penelitian *Pre-Eksperimental One Group Pre-test Post-test*. Metode pengumpulan data dengan observasi, wawancara, dan angket/kuesioner. Adapun metode analisis data dengan uji validitas, uji reliabilitas, uji normalitas, uji hipotesis, dan uji efektivitas. Hasil penelitian di kelas VIII Ibnul Jazari di SMP Ar-Rohmah Putri, Dau Kabupaten Malang menunjukkan bahwa Articulate Storyline 3 dapat meningkatkan motivasi belajar didasarkan pada empat indikasi peningkatan motivasi meliputi, 1) Ketertarikan siswa terhadap bahasa Arab; 2) Siswa aktif dan responsif dalam pembelajaran bahasa Arab; 3) Siswa memperhatikan penjelasan guru; 4) Siswa berani bertanya dan menjawab soal yang diberikan. Indikasi tersebut didukung oleh hasil data dari uji T sampel berhubungan (*Paired Sample T-Test*) diperoleh hasil sebesar $0,000 \leq 0,05$ yang menunjukkan adanya perbedaan tingkat motivasi sebelum dan sesudah penerapan media dengan hasil penghitungan Gain diperoleh hasil sebesar 0,71 yang berarti efektivitas tinggi. Maka dapat disimpulkan bahwa pemanfaatan Articulate Storyline 3 sebagai media pembelajaran interaktif untuk meningkatkan motivasi belajar bahasa Arab siswa di Ar-Rohmah Putri, Dau Kabupaten Malang dinyatakan efektif karena berada pada tingkat efektivitas tinggi.

Kata Kunci: Articulate Storyline, Media Pembelajaran Interaktif, Motivasi Belajar

Introduction

The development of science and technology in the Revolutionary Era 4.0 has progressed very rapidly, one of which is in the world of education. Currently, there are various learning innovations, both methods, media, strategies, and so on. Learning media is something that is quite highlighted and continues to be developed by teachers and application providers, in order to create creative, innovative, and interactive learning media. Currently, many sites offer applications to create interesting learning media. One of them is an interactive quiz maker application such as Kahoot, an animated video maker application such as Videoscribe, an artificial reality maker application such as Augmented Reality, and so on. These varied applications can be found in various sources or application providers' platforms on the internet.

Arabic which is an international language is also studied in various countries, one of which is Indonesia. The scope of Arabic includes three elements, namely: 1) Language such as grammar, vocabulary, and pronunciation; 2) Language skills such as listening, speaking, reading, and writing; and 3) the cultural aspect which is the meaning contained in Arabic both spoken and written.¹ In the learning process, especially Arabic, it cannot be separated from various learning problems, such as unattractive delivery, boring atmosphere, monotonous methods, or less interactive. Therefore, learning media is one of the solutions or alternative means to solve these problems. Because in general, in Indonesia, Arabic learning

¹ Wakhidati Nurrohmah Putri, "Pengaruh Media Pembelajaran Terhadap Motivasi Belajar Bahasa Arab Siswa Madrasah Tsanawiyah," *LISANIA: Journal of Arabic Education and Literature* 1, no. 1 (2017): 1, doi:10.18326/lisania.v1i1.1160.

is identical; it only aims to learn religion, even though it can be studied more broadly.² Teachers are also expected to have skills in choosing or making appropriate learning media. The teacher's skills in applying a learning media will foster students' motivation and enthusiasm for receiving the material. Learning Media is a teacher's effort to improve the quality of learning itself.³ The selection of appropriate and varied learning media is able to overcome the passive attitude that occurs in learning because learning media is useful for generating enthusiasm for learning, allowing interaction between the media, the real environment, and students, enabling students to learn independently according to their interests, and making it easier to find the information needed. . the use of media can also have an impact on student learning outcomes.⁴ The selection and use of learning media is one of the factors that can affect students' interest and motivation to learn.

Based on the results of observations that have been made in the Arabic learning process for Class VIII Ibnul Jazari at Ar-Rohmah Putri Middle School, Dau, Malang Regency, among others (1) The teacher explains the material using the lecture method with blackboard and marker media. (5) When the teacher explains the material, there are students who pay less attention, such as sleeping, talking with friends, or busying themselves with self-made activities. (6) After the delivery of the material is complete, the teacher gives some questions to students orally to find out their level of understanding related to the material. However, it was found that students were unable to answer questions, and (7) participants were less active in either asking or responding to the teacher's explanation during the learning process. (9) the condition of the class after being given time to work, it was also found that students did not do the task by doing other activities as before. From these observations, it was concluded that there was a lack of response, activeness, and concentration of students when learning took place, students found it difficult to understand existing vocabulary, teachers only applied the lecture method, and in the learning process so far, they only used books without using learning media, so this was wrong. One reason that makes students feel bored is that they pay less attention to the material presented by the teacher.

² Rahmat Iswanto, "Pembelajaran Bahasa Arab Dengan Pemanfaatan Teknologi," *Arabiyatuna : Jurnal Bahasa Arab* 1, no. 2 (2017): 139, doi:10.29240/jba.v1i2.286.

³ Asni Furoidah, "Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab," *Al-Fusha : Arabic Language Education Journal* 2, no. 2 (2020): 63-77, doi:10.36835/alfusha.v2i2.358.

⁴ Ni Luh and Putu Ekayani, "Pentingnya Penggunaan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa," *Pentingnya Penggunaan Media Pembelajaran Untuk Meningkatkan Prestasi Belajar Siswa*, no. March (2021).

While the results of pre-research interviews conducted showed that learning Arabic only uses markers and blackboards with handbooks which are sometimes difficult to understand for students so that class conditions become less conducive and less active during the learning process, this can be seen from the students. Who pay less attention to the teacher's explanation and are busy with their own activities, as well as boredom and students' lack of interest in delivering the material. The results of the study concluded that there is a need for efforts to increase students' learning motivation.

One of the efforts to increase motivation to learn Arabic is by using learning media. Solutions that have been offered or implemented include the use of application *kahoot*⁵, application *videoscribe*⁶, *Ispring*⁷, song⁸, monopoly media⁹, *smart card*¹⁰, snakes and ladders game¹¹, *flash card*¹², *Magic Disc Arabic*¹³, *card short*.¹⁴ From these various media, applications or media that are often used are non-applications, while for applications that have been implemented, not many have used the Articulate Storyline application, so the researchers

⁵ Ahmad Fadilah Khomsah and Muhammad Imron, "Pembelajaran Bahasa Arab Melalui Kolaborasi Metode Questioning Dan Media Kahoot," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 5, no. 1 (2020): 99-118.

⁶ Adtman A. Hasan dan Umi Baroroh, "Pengembangan Media Pembelajaran Bahasa Arab Melalui Aplikasi Videoscribe Dalam Meningkatkan Motivasi Belajar Siswa," *Lisanuna* 9, no. 2 (2019): 140-55.

⁷ Nia Kurnia, Deni Darmawan, and Maskur Maskur, "Efektivitas Pemanfaatan Multimedia Pembelajaran Berbantuan Ispring Dalam Meningkatkan Motivasi Dan Hasil Belajar Pada Mata Pelajaran Bahasa Arab," *Teknologi Pembelajaran* 3, no. 1 (2018): 451-61, <https://journal.institutpendidikan.ac.id/index.php/tekp/article/view/158>.

⁸ Fulan Dwi Kurnia, "Penggunaan Lagu Untuk Meningkatkan Motivasi Dan Hasil Belajar Bahasa Arab Siswa Kelas v SDI Surya Buana Malang" (Universitas Negeri Malang, 2010).

⁹ Silfiah Rohmawati, "Penerapan Hasil Modifikasi Permainan Monopoli Sebagai Media Pembelajaran Berbicara Bahasa Arab," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 2, no. 2 (2019): 165, doi:10.35931/am.v2i2.141.

¹⁰ Daniel Lenox Fay, "Penerapan Media Smart Card Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab (Mufrodat) Siswa Kelas Iii Mi Miftahul Huda Gresik," *Angewandte Chemie International Edition*, 6(11), 951-952., 1967, 337-42.

¹¹ Lailatur Rizqi, "Penerapan Media Pembelajaran Permainan Ular Tangga Untuk Meningkatkan Penguasaan Kosa Kata Bahasa Arab Siswa Kelas Iv Madrasah Ibtidaiyah Nurul Jadid Kolomayan Kabupaten Blitar," 2015.

¹² Nisfu Lailatul Masrurroh, "Penerapan Model Cooperative Learning Tipe Teams Games Tournaments Dengan Media Flash Card Untuk Meningkatkan Motivasi Belajar Bahasa Arab Peserta Didik Kelas Iv Mi Nurul Huda Dawuhan Trenggalek" (IAIN Tulungagung, 2017), <http://repo.iain-tulungagung.ac.id/id/eprint/5114>.

¹³ Iftinaan Nuurul Haniifah, Singgih Kuswardono, and Zukhaira Zukhaira, "Magic Disc Arabic Berbasis Karakter Religius Sebagai Media Pembelajaran Bahasa Arab Untuk Keterampilan Membaca Pada Siswa Kelas Vii Mts Di Kota Semarang," *Journal of Arabic Learning and Teaching* 9, no. 1 (2020): 15-22, doi:<https://doi.org/10.15294/la.v9i1.39304>.

¹⁴ Tri Wulandari, "Penerapan Metode Card Sort Dalam Meningkatkan Motivasi Belajar Mata Pelajaran Bahasa Arab Kelas Vii Mts Kh. Moch. Said Kepanjen Malang" (Universitas Muhammadiyah Malang, 2014), <http://eprints.umm.ac.id/id/eprint/26410>.

tried to use Articulate Storyline-based media with the aim of increasing students' motivation to learn Arabic.

Articulate Storyline is a piece of software offered by the articulate.com site. This software can be used to create a presentation or delivery of interactive learning materials by combining text, sound, images, animation, audio, and video at once. If this software is made with creative design and content, it can foster student interest and motivation in understanding the material. After successfully launching versions 1 and 2, Articulate Storyline is now available in version 3, of course with better features.

In research that discusses Articulate Storyline software, it has been found its use in various subjects, such as Civics in the journal *Bhineka Tunggal Ika* written by Chotimah stating that interactive multimedia based on Articulate Storyline is valid, practical, and has potential effects to increase students' learning motivation;¹⁵ Fiqh in Siti Nur Jannah's thesis states that there is a significant influence on student learning outcomes by using Articulate Storyline media;¹⁶ Mathematics in the dimension journal written by Pratama states that interactive learning media is considered valid, practical, and effective on student learning outcomes;¹⁷ IPA (Human Reproductive System) in the journal *BioEdu* written by Nasifah Yasin stated that interactive multimedia based on Articulate Storyline was declared very feasible with a score of 3.94;¹⁸ as well as social studies in your thesis. Salam, Semarang State University students stated that interactive multimedia learning in the learning process is considered feasible and effective in improving learning outcomes.¹⁹ From several studies that have been carried out, it is stated that the Articulate Storyline software has a good impact on increasing motivation and so on in learning. However, the use of this Articulate Storyline software has not been found in learning Arabic, both in versions 1 and 2.

The purpose of this study is to describe how Articulate Storyline 3 is used to increase students' motivation to learn Arabic, and to measure how effective it is. From this research, it is hoped that it can contribute to learning Arabic so that it provides positive energy, such as making students feel happy, at ease, and comfortable in undergoing and absorbing

¹⁵ Hesta Rafmana and Umi Chotimah, "Pengembangan Multimedia Interaktif Berbasis Articulate Storyline Untuk Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran PKn Kelas XI Di SMA Srijaya Negara Palembang," *Jurnal Bhinneka Tunggal Ika* 05, no. 1 (2018): 52-65, <https://ejournal.unsri.ac.id/indeks.php/jbti/article/download/7898/pdf>.

¹⁶ Siti Nur Janah, "Pengaruh Penggunaan Multimedia Articulate Storyline Dalam Meningkatkan Hasil Pembelajaran Fiqh Di Madrasah Aliyah Negeri 3 Kediri," *Skripsi* 2015.

¹⁷ Ryan Angga Pratama, "Media Pembelajaran Berbasis Articulate Storyline 2 Pada Materi Menggambar Grafik Fungsi Di Smp Patra Dharma 2 Balikpapan," *Jurnal Dimensi* 7, no. 1 (2019): 19-35, doi:10.33373/dms.v7i1.1631.

¹⁸ Ryan Angga Pratama, "Media Pembelajaran Berbasis...,"

¹⁹ Ryan Angga Pratama, "Media Pembelajaran Berbasis...,"

information during the learning process. In addition, the application of interactive learning media is expected to be an alternative medium for learning Arabic so as to increase students' learning motivation.

Research Methods

This study uses a quantitative approach, the type of experimental research with a Pre-Experimental One Group Pre-test Post-test research design. Pre-Experimental research designs are sometimes referred to as quasi-experiments or untrue experiments. Design of research Pre-Experimental One Group Pre-test Post-test means that a group is given a certain treatment/treatment and the results will be observed, but before giving treatment there is a pre-test to determine the initial condition of the sample. The flow of this research is as follows: the class used as the research class (experimental) is given a pre-test (O1), followed by giving treatment (O2), namely the application of Articulate Storyline 3 as an interactive learning medium, and at the end it is given a post-test. A simple description of this research design is as follows:

Tabel 1. The research design. Pre-Experimental One Group Pre-test Post-test

<i>Pre-Test</i>	<i>Treatment</i>	<i>Post-Test</i>
O ₁	X	O ₂

The population in this study was class VIII students at Ar-Rohmah Putri Junior High School, Dau Malang Regency, totaling 310 students, while the research sample was determined using purposive sampling, namely a sampling technique with certain criteria. The sample in this study amounted to 25 students from class VIII Ibnul Jazari at Ar-Rohmah Putri Junior High School, Dau, Malang Regency. To obtain research data using observation techniques, interviews, and questionnaires/questionnaires. Meanwhile, for data analysis, the researchers used the validity test using the Product Moment formula from Karl Pearson, the reliability test using the Cronbach's Alpha formula, the normality test using the Saphiro-Wilk test, hypothesis testing using the Paired Sample t Test, and the effectiveness test using the EUMUS. effectiveness of N-Gain. Calculations for data analysis in this study used the SPSS version 26 application.

Discussion

Learning media has an important role in learning, especially in this case Arabic. In this study, problems or obstacles were found in the learning process, especially Arabic. One of the causes of the problems that arise is the use of learning media that is less attractive and varied so that it makes students feel bored, less interested, and consider it unimportant. Based on the results of observations and interviews, it can be concluded that the difficulties

experienced by students are the lack of motivation to learn Arabic coupled with a monotonous delivery method. For this reason, this study aims to apply a learning media in a new way to increase students' motivation to learn Arabic at this school. The following is a media display from the results of using Articulate Storyline 3:



Figure 1. Main Screen Display



Figure 2. Menu Display

Figures 1 and 2 are the initial display of the media and the display of the media menu when first used.



Figure 3 Material Menu Display



Figure 4. Quiz 1 Display

Figures 3 and 4 are the display of the material menu and the first quiz display with a multiple choice model that can be selected and done by the user.



Figure 5. Quiz 2 Display

Figure 5 is the second quiz display with a true or false game model.

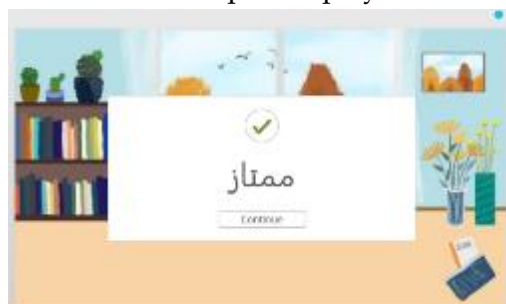


Figure 6. Quiz Answering Display (Correct)

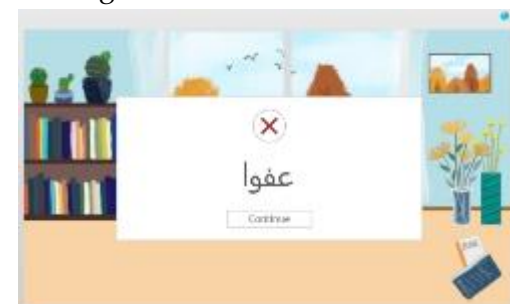


Figure 7. Quiz Answering Display (Incorrect)

Figures 6 and 7 are the response display if the user answers correctly or incorrectly from the answered quiz.



Figure 8. Quiz Score Display



Figure 9. Menu "About" Display

Figures 8 and 9 show the results of the scores obtained by the user after completing a quiz and the about menu display which contains several options such as a bibliography, instructions for using buttons, new mufrodat, and the identity of the creator or developer of the media.

The results of the distribution of pre and post treatment questionnaires to 25 students to determine perceptions and see their level of motivation and interest in learning Arabic. The following is a diagram of the grouping of pre and post treatment questionnaires:



Figure 10. Pre-Treatment Questionnaire Item Grouping Chart



Figure 11. Post-Treatment Questionnaire Item Grouping Chart

Figures 10 and 11 describe the grouping of pre-post-treatment questionnaire items based on indicators consisting of four aspects with grouping no. Questionnaire items are as follows:

Tabel 1. Pre-Test And Post-Test Questionnaire Criteria

Number of Aspect	criteria	Number of Questionnaire
Aspect 1	Student interest in learning	1, 2, 5, 6, 9, dan 10
Aspect 2	Students are active and responsive in learning Arabic	no. 7 dan 8
Aspect 3	Students pay attention to the	3

	explanation of Arabic material	
Aspect 4	Students dare to ask and answer the questions given	4

Table 1 describes the aspects used in the questionnaire instrument used to measure the level of student motivation. Before the questionnaire was distributed to the respondents, a validity test was carried out with the results as shown in the table

Table 2 Pre and Post-Treatment Questionnaire Instrument Validity Test Results

Statement Items	R _{table}	R _{count}		Description
		Pre-Treatment	Post-Treatment	
1	0,413	0,577	0,435	Valid
2	0,413	0,419	0,537	Valid
3	0,413	0,512	0,427	Valid
4	0,413	0,446	0,706	Valid
5	0,413	0,697	0,435	Valid
6	0,413	0,434	0,824	Valid
7	0,413	0,457	0,535	Valid
8	0,413	0,487	0,627	Valid
9	0,413	0,459	0,567	Valid
10	0,413	0,474	0,719	Valid

Table 2 states that the pre and post-treatment items or statements used as research instruments show valid results with a comparison between $r_{count} > r_{table}$, then it is declared valid. So it can be concluded that the pre- and post-treatment questionnaire instruments were declared valid and could be used for data collection in the study.

Second, the reliability test of the items or statements given to 25 respondents stated the following results:

Table 3. Pre-Post Treatment Questionnaire Instrument Reliability Test Results

Variabel	Alpha Value	Count results Cronbach's Alpha		Description
		Pre-Treatment	Post-Treatment	
Motivasi Belajar bahasa Arab	0,6	0,711	0,742	Reliabel

Table 3 states that the results of the reliability test for the pre and post-treatment questionnaire instruments show that the value obtained is greater than the alpha value (0.6), namely 0.711 and 0.742, which means greater than 0.6. So it can be concluded that the questionnaire instrument used in this study is reliable and can be used for data collection in research.

Third, the Normality Test with Saphiro-Wilk based on pre and post-treatment questionnaire data distributed to 25 respondents stated the following results:

Table 4. Saphiro-Wilk . Normality Test Results

	Saphiro-Wilk		
	Statistic	df	Sig.
Pre-Treatment	0,921	25	0,054
Post-Treatment	0,920	25	0,051

Table 4 states that the results of the significance value of the questionnaire statements used pre and post-treatment are 0.054 and 0.051, which means greater than 0.05. So it can be concluded that the questionnaire used pre and post-treatment was declared normally distributed and can be used for research data collection.

Fourth, Hypothesis Testing based on pre and post-treatment questionnaire data with the Paired Sample T-Test states the following results:

Table 5. Related Sample T-Test Results (Paired Sample T-Test)

Paired samples test									
		Paired differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error mean	95% confidence interval of the difference				
					Lower	Upper			
Pair 1	Pre treatment - Post treatment	-16.600	5.560	1.112	-18.895	-14.305	-14.927	24	.000

Based on table 5, which states that the results have a significance value of 0.000, which means less than 0.05, it can be concluded that there is a significant difference between before and after the implementation of Articulate Storyline 3 interactive learning media on Arabic motivation.

Fifth or last test of effectiveness using the N-Gain formula. Based on the results of the N-Gain effectiveness test obtained is 0.71 which states that it is included in the category of the level of effectiveness of the application of Articulate Storyline 3 interactive learning media to increase students' motivation to learn Arabic is at a high level of effectiveness according to table 6 which states the following Gain index criteria:

Table 6. Gain Index Criteria

Score	Category
$(g) \geq 0,70$	High
$0,30 \leq (g) < 0,70$	Medium
$(g) < 0,30$	Low

Table 6 describes the gain index criteria. The results of the analysis obtained by researchers with the conditions found are then described and associated with supporting theories. The first data collection carried out in this study was interviews and observations aimed at knowing the problems that occurred in the classroom and the responses of teachers and students to learning Arabic. Based on the results of the two activities, it can be concluded that the problem that occurs is the lack of student interest in Arabic due to the lack of motivation by the teacher both in the form of the method of delivering material and the media used are less varied, causing boredom and making the class atmosphere passive and less there is good feedback or response during the learning process.

Darnawati, et al. stated that Articulate Storyline itself is an e-learning tool that can help create interactive learning content, even though it is almost the same as Ms. Power Point, but there are some differences such as the storyline quiz facility.²⁰ The application of Articulate Storyline 3 interactive learning media is applied in the classroom by researchers by utilizing existing facilities such as LCDs and projectors to facilitate visualization of learning media, but can also be downloaded by students and applied by themselves without the need for teacher assistance because this media can be in the form of html 5 by distributing it through a link connected to the internet. This learning media is in the form of interactive videos consisting of a summary menu of material, practice questions such as short questions, completing missing sentences, guessing pictures, and true or false. On the other hand, there is a glossary containing words that are considered difficult. This media is equipped with images, videos, and sound or music to make it more interesting and fun.

Purnama's opinion states that learning media in general are anything that can stimulate a person's thoughts, feelings, attention, abilities, and skills in the learning process. Meanwhile, according to Sari, the media can be referred to as an audio-visual tool, which means it can be heard and seen, which is used in the learning process to make it more effective and efficient in communicating.²¹ According to Agusten, et al., interactive learning

²⁰ Salim Darnawati, Jamiludin, La Batia, Irawaty, "Pemberdayaan Guru Melalui Pengembangan Multimedia Pembelajaran Interaktif Dengan Aplikasi Articulate Storyline," *Pengabdian Kepada Masyarakat* 1, no. 1 (2019): 17-23.

²¹ Salim Darnawati, Jamiludin, La Batia, Irawaty, "Pemberdayaan Guru Melalui...,"

media can be interpreted as the use of software and hardware.²² Submission of learning materials that can provide feedback between users and the media used. The existence of a reciprocal process between teachers and students, as well as devices and users in communicating, makes the process of delivering materials or messages in learning more active.²³ According to Nana Sudjana, who states that the benefits of learning media are (1) making learning more interesting, (2) explanations of the material easier to understand, (3) varied teaching methods, and (4) students can do many learning activities.²⁴ According to H. Dukalang, learning media has three main functions, namely, 1) to motivate interest, 2) to provide information, and 3) to provide instructions.²⁵

Referring to the classification of learning media according to Dale's Cone of Experience, which formulates the relationship between learning and the learning process so that the selection of media is adjusted to the desired learning experience or will be given to students. The more concrete students learn something, for example direct observation, the more experience they will get, and conversely, the more abstract students learn about something, for example reading, the less experience they will get. So that it can affect the interest and motivation of students in participating in learning. Based on the cone of Edgar Dale's experience, which states that learning is related to the learning process, so the selection of media is adjusted to the learning experience.

The results of this study indicate that the learning process with learning media applied by researchers has an effect on the classroom atmosphere and the condition of students in receiving the material. The enthusiasm shown is the focus of students in paying attention to the material presented or explained, the activeness and courage of students during the learning process in asking and answering questions. Class conditions also become more active and fun because the presentation of the material is equipped with pictures, audio, and videos that support student visualization.

The results of this study are supported by the opinion of Abd. Wahab R., who states that the selection of appropriate and varied learning media is able to overcome the passive attitude that occurs in learning because learning media is useful for generating enthusiasm for learning, allowing interaction between the media, the real environment, and students,

²² Dina Agusten, Wahyu Supriyatin, and R Sa, "Rancang Bangun Aplikasi Huruf Hijaiyah Dan Angka Arab Sebagai Media Pembelajaran Interaktif Menggunakan Adobe Flash Cs 5.5," 2015, 978-79.

²³ Darnawati, Jamiludin, La Batia, Irawaty, "Pemberdayaan Guru Melalui Pengembangan Multimedia Pembelajaran Interaktif Dengan Aplikasi Articulate Storyline."

²⁴ Darnawati, Jamiludin, La Batia, Irawaty, "Pemberdayaan Guru Melalui...,"

²⁵ Darnawati, Jamiludin, La Batia, Irawaty, "Pemberdayaan Guru Melalui...,"

enabling students to learn independently according to their interests, and making it easier to find the information you need.²⁶ The selection of learning media is one of the factors that can affect students' interest and motivation to learn.

Motivation, according to Barelson and Steiner, is a state within a person that encourages, activates, and directs a behavior that ends in a goal.²⁷ According to Suprihatin, motivation is a person's strength that can raise a level of will, both from within and outside himself.²⁸ The motivation of the individual will determine the quality of the individual. The function of motivation according to Oemar Hamalik states that there are three functions of motivation, namely encouraging the emergence of learning behaviors and actions, determining the direction of actions and achievements, as well as driving, meaning that the size of motivation can affect whether an activity is fast or slow.²⁹ Motivation in a person can be raised in several ways, one of which is in learning with the learning media used or applied. Motivation in language learning plays an important role considering that there are differences between the mother tongue and the second language being studied. Giving motivation by the teacher or arising from one's self in learning Arabic in this case will affect the attitudes, interests, and learning outcomes of students.

The results of the use of Articulate Storyline 3 media which were applied to class VIII Ibnul Jazari students at Ar-Rohmah Putri Middle School, Dau, Malang Regency were able to increase students' motivation in learning Arabic as shown by the awareness of the importance of learning Arabic and making students active, comfortable, and active. I was happy to receive the material during the learning process.

Alannasir argued, the motivation that grows first is the creation of a sense of pleasure towards something, one of which is the use of fun learning media.³⁰ And the opinion expressed by the school management guide states that if motivation has emerged in him, he can create a positive and easy mindset and make him understand in a lesson voluntarily or happily during the learning process, there is no pressure or negative that makes him diverted

²⁶ Siti Mahmudah, "Media Pembelajaran Bahasa Arab," *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 01 (2018): 129, doi:10.32332/an-nabighoh.v20i01.1131.

²⁷ Ulil Albab, "Motivasi Dalam Pembelajaran Bahasa Arab Sebagai Bahasa Asing," *TAMADDUN: Jurnal Kebudayaan Dan Sastra Islam* 19, no. 1 (2019): 32-48, doi:10.19109/tamaddun.v19i1.3398.

²⁸ Suprihatin S., "Upaya Meningkatkan Motivasi Belajar Siswa," *G-Couns: Jurnal Bimbingan Dan Konseling* 3, no. 1 (2019): 73-82, doi:10.31316/g.couns.v3i1.89.

²⁹ Putri Intan Sari and Lies Yulianto, "Media Pembelajaran Interaktif Pengenalan Asma' Ul Husna Pada Sekolah Dasar Negeri (SDN) Sooka 1 Punung Kabupaten Pacitan Bagaimana Membuat Media Pembelajaran Pengenalan Asmaul Husna Tersebut Sebagai Sarana Metode Pembelajaran Yang Menarik Dan Interakti" 6, no. 4 (2014): 1-6.

³⁰ Wahyullah Alannasir, "Pengaruh Penggunaan Media Animasi Dalam Pembelajaran Ips," *Journal of EST* 2, no. 3 (2016): 81-90.

to busyness. The other.³¹ This opinion is in accordance with the results of research on the use of Articulate Storyline 3 as an interactive learning medium to increase motivation to learn Arabic with the results of the effectiveness being in the high category. This categorization is based on the table of normalized gain criteria according to Arcambault. This is shown from the output results with a significance value for this media proved to be effective.

Conclusion

Articulate Storyline 3, which has been described above, has two important items, namely the presentation of material and an evaluation that is designed very attractively so that it makes students enthusiastic about learning. Based on the hypothesis test, it can be seen that there is an influence from the application of Articulate Storyline 3 interactive learning media. The result is 0.000, which means less than 0.05. While the results of the effectiveness test using the N-Gain formula obtained a result of 0.71, which means that the level of effectiveness of the application of Articulate Storyline 3 interactive learning media to increase motivation to learn Arabic for Class VIII Ibnul Jazari students at Ar-Rohmah Putri Middle School, Dau, Malang Regency is at a high level of effectiveness. As for suggestions for further researchers, it is hoped that interactive learning media based on Articulate Storyline 3 can be redeveloped with better features and content improvements so that they can be upgraded both for features and the purpose of their use in addition to increasing students' learning motivation but also to improve learning outcomes and others.

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³¹ Kadek Sukiyasa and Sukoco, "Pengaruh Media Animasi Terhadap Hasil Belajar Effect Animation Media on Student ' S Learning," *Jurnal Pendidikan Vokasi* 3 (2012): 126–37.

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