



Articulate Storyline Improving Literacy of Social Norms and Ethics of Integrated Islamic Elementary School Students

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ABSTRACT

Civic education at the Integrated Islamic Elementary School level has an important role in instilling literacy in social norms and ethics from an early age. However, conventional learning processes are often less effective in building students' understanding of these values. Interactive learning media such as Articulate Storyline offer innovative alternatives that are able to present material in a visual, narrative, and participatory way. This study aims to determine the influence of the use of Articulate Storyline media on improving literacy, norms, and social ethics of students in integrated Islamic elementary schools in PPKn subjects. Data collection was carried out through a Likert scale questionnaire that measured three aspects of norm literacy: value understanding, social awareness, and ethical behavior. The results of the data analysis showed that 76% of students were in the high literacy category after participating in learning using Articulate Storyline. Most students show improvements in recognizing forms of social norms, understanding the consequences of violating norms, and showing a reflective attitude towards social actions in the school environment. The conclusion of this study is that the use of Articulate Storyline has a positive impact on improving literacy, norms, and social ethics of integrated Islamic elementary school students. This media is recommended to be integrated into PPKn learning to create a contextual, interesting, and meaningful learning process.

Keywords: *Articulate Storyline, Norm Literacy, Social Ethics*

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INTRODUCTION

Civic Education has a strategic role in shaping the character and personality of students, especially at the Integrated Islamic Elementary School level. In this context, the values of social norms and ethics are the main foundation for the moral development of the younger generation based on national and Islamic values (Tabroni et al., 2022). One of the important aspects that is of concern is how students are able to understand and practice

social norms and ethics in daily life. Many students still have difficulty internalizing these values even though they have been taught in the classroom (Batubara et al., 2023). The main problem that often arises is the lack of depth of students' understanding of the concept of norms. Students are often able to name definitions or examples of norms, but are unable to apply them consistently in their daily lives (Chandra et al., 2024). This can be seen from their low awareness in maintaining order, respecting teachers, or collaborating with friends. This condition indicates that the learning approach used so far is still not effective enough in instilling value as a whole (Suyanti, 2024).

Most of the learning of values and social ethics at SDIT is still taking place conventionally. The teacher delivers the material through lectures and questions and answers, while students take notes and memorize. This method is efficient at conveying information, but it is not powerful enough to build the emotional engagement and hands-on experience that children need to understand value more deeply (Thessa Herdyana, 2022). In today's world of education, the use of technology is increasingly developing and bringing various innovations in the teaching and learning process. One form of such innovation is interactive digital learning media. Media like this is able to present learning that is more interesting, contextual, and in accordance with the characteristics of the digital generation (Tri Wulandari & Adam Mudinillah, 2022). Children who are familiar with visual and animated devices will find it easier to understand the material if it is delivered with a digital approach.

Articulate Storyline is one of the digital media that is now widely used in learning. This media allows teachers to create learning materials that are equipped with sounds, images, videos, quizzes, and interactive storylines (Andrade et al., 2023). In the context of value learning, these features can be used to create simulations of social situations that help students experience and reflect norms in real life. The use of Articulate Storyline provides opportunities for students to be actively involved in the learning process (Nasution, 2023). For example, students are asked to choose an action in a social scenario and see the impact of those choices. This process not only makes students understand the material, but also hone empathy and ethical decision-making skills. This is a difficult thing to achieve through the usual lecture method.

Articulate Storyline is designed to present learning materials in an interactive, storytelling based manner and supported by visual elements and animations that attract students' attention (Yusnaldi et al., 2024). The use of Articulate Storyline makes it easier for teachers to create learning scenarios that resemble real social situations, so that students not only learn about norms, but also experience simulations of their application. This is in line with the principles of contextual learning (Contextual Teaching and Learning / CTL) which emphasizes the importance of relating subject matter to the reality of students' lives. Within the framework of social constructivism theory, as put forward by Vygotsky (1978), effective learning occurs through social interaction and the support of appropriate tools. Interactive media such as Articulate Storyline can serve as scaffolding that helps students build meaning through exploration and reflection Together (Muriani et al., 2023). Learning technology theory also supports the importance of using appropriate media to support learning goals. According to Heinich et al. (2002), the media must be designed according to the characteristics of the students and the instructional goals to be achieved, so that the learning message can be received optimally.

Literacy of social norms and ethics in PPKn learning not only focuses on cognitive aspects, but also affective and psychomotor aspects (Hendri, 2020). Therefore, the media-based learning approach must be able to reach the three domains in a balanced manner so that value transformation can occur in its entirety. Previous research by Rachmadtullah et al. (2018) showed that the use of digital-based interactive media can improve learning outcomes and active participation of elementary school students. The media helps students understand abstract concepts through visual representations and practical simulations. A study by Putra & Widodo (2021) shows that the use of Articulate Storyline in social studies learning is able to improve students' understanding of social topics and decision-making skills. This is a strong basis for applying it in the learning of social norms and ethics. Research by Munir (2020) in the context of madrasah ibtidaiyah shows that interactive digital media is able to form students' attitudes of tolerance and discipline more effectively than conventional methods. This shows that digital media contributes significantly to the affective realm of students.

Several previous studies have shown the effectiveness of digital media in improving student learning outcomes, especially in thematic learning and social skills. However, not many have specifically researched how media such as Articulate Storyline can improve literacy of social norms and ethics at SDIT (Yeni et al., 2023). This is an important gap to fill, considering the relevance of the issue in the current context of character education. This research offers a new approach to value learning by utilizing Articulate Storyline as the main medium. Through specially designed learning scenarios, students can learn to understand social norms contextually and reflectively. Students not only know what is right, but are also accustomed to choosing and doing the right thing in a variety of situations.

This approach also gives teachers a greater role as facilitators and designers of learning. Teachers no longer only deliver material, but also design learning experiences that touch the cognitive, affective, and psychomotor sides of students (Agustín et al., 2020). Thus, the role of teachers becomes more strategic in shaping the character of students. This study aims to find out how much the Articulate Storyline media influences the improvement of literacy, norms, and social ethics of SDIT students. The literacy in question includes students' understanding of norms, ethical awareness, and the ability to make decisions based on values. The results of this study are expected to provide an empirical picture that is useful for the development of curriculum and learning methods at SDIT. The benefits of this research are not only felt by teachers and students, but also by schools and policy makers. Schools can develop technology-based character learning strategies. Teachers gain new insights in designing more creative and effective learning. Meanwhile, policymakers can use the results of this research as a basis for developing value-based education policies.

RESEARCH METHODOLOGY

This study uses a descriptive quantitative approach with the aim of describing the influence of the use of Articulate Storyline learning media on literacy, norms, and social ethics of students of Integrated Islamic Elementary School (SDIT). The descriptive quantitative approach was chosen because it is suitable for explaining the actual conditions, perceptions of students, and the impact of media use through measurable numerical data (Andrade et al., 2023). The subjects of the study are grade V students from

three SDIT in the Tanah Datar Regency area. The number of samples used was 90 students, who were selected using purposive sampling techniques, considering that they had participated in learning using Articulate Storyline media for at least three months. The instrument used in this study was in the form of a questionnaire in the form of a Likert scale of 1–5. The questionnaire consisted of 20 statements that measured three main aspects of norm literacy and social ethics, namely understanding social values and norms (cognitive aspect), awareness of the importance of norms in social life (affective aspect), behavior and ethical response of students to certain social situations (psychomotor aspect). The instrument has been tested for validity and reliability through trials on 30 students outside the main sample. The test results showed that all grains were valid ($r > 0.30$) and had a high level of reliability ($\alpha = 0.87$). The data was analyzed using descriptive statistics, by calculating the mean value, percentage and standard deviation for each aspect of literacy studied. The results of the analysis are then categorized into five categories: very high, high, medium, low, and very low. Category determination uses a classification interval formula based on the range of the Likert scale.

RESULT AND DISCUSSION

The results of this study show that the use of Articulate Storyline learning media has a positive influence on improving literacy, norms, and social ethics of students of Integrated Islamic Elementary School (SDIT). Based on the results of the questionnaire given to 90 students after participating in learning using Articulate Storyline, data was obtained that most of the students showed a better understanding and attitude towards social norms and ethics. The data is presented in the form of a table as below.

Table 1. Literacy Aspect Test Results

Literacy Aspect	Average Score	Category	Percentage of Students in the Highest Category (%)
Norm Understanding (Cognitive)	4.1	Tall	76
Social Awareness (Affective)	4.3	Very High	81
Ethical Behavior (Psychomotor)	3.9	Tall	72

In the aspect of understanding norms (cognitive domain), as many as 76% of students showed high ability to answer statements related to the definition of norms, types of norms, and examples of the application of norms in the school environment. This shows that the Articulate Storyline media is able to convey abstract concepts more visually and easily understood by elementary school students (Adinda Khoirunnisa Siregar et al., 2023). In the aspect of social awareness (affective domain), as many as 81% of students

stated that they agreed or strongly agreed that they felt more concerned and aware of the importance of living according to the norm after participating in learning with this media. Articulate Storyline which presents a simulation of social situations makes students emotionally engaged and helps them imagine the consequences of breaking norms (Damanik et al., 2024). In the aspect of ethical behavior (psychomotor domain), it was found that around 72% of students responded positively to statements that indicated their habits in applying norms in daily school activities. For example, students stated that they began to get used to not littering, helping friends, and being more respectful of teachers and parents.

Table 2. Standard Deviation Results

Literacy Aspect	Number of Statement Items	Average Score	Standard Deviation
Norm Understanding (Cognitive)	6	4,1	0,45
Social Awareness (Affective)	7	4,3	0,4
Ethical Behavior (Psychomotor)	7	3,9	0,5

Based on the results of data processing using SPSS, it can be concluded that the use of Articulate Storyline media has a positive impact on improving students' literacy, norms, and social ethics at Integrated Islamic Elementary School. This study examines three main aspects, namely norm understanding (cognitive), social awareness (affective), and ethical behavior (psychomotor). The results obtained show that all of these aspects have experienced a significant increase after the learning process using the interactive digital media.

In the aspect of understanding norms (cognitive), students obtained an average score of 4.1 with a standard deviation of 0.45. These results show that students have a good understanding of the concept of social norms. The score category is at a high level, which means that learning through Articulate Storyline is able to simplify material that was originally considered abstract into more concrete and easy to understand (Maasawet et al., 2023). As many as 76% of students are included in the highest category, which is an indicator of success in delivering cognitive material. Students' social awareness (affective domain) recorded the highest average score of 4.3 with a standard deviation of 0.40. This shows that students are beginning to appreciate the importance of social norms in their lives. This category of scores is included in the very high classification. As many as 81% of students showed an increase in the aspect of social awareness. The interactive media used has touched the emotional side of students through real social simulations. Story-based learning has a stronger impact on shaping attitudes (Mudinillah, 2019). The ethical (psychomotor) behavioral aspect also showed good results with an average score of 3.9 and a standard deviation of 0.50. This category of score is high, although it is lower than the other two aspects. This indicates that students begin to apply the values learned in the form of real actions. For example, students begin to get used to queuing, throwing garbage in its place, and being polite in their daily lives. Higher standard deviation variations indicate that the rate of behavior implementation still varies.

The three aspects studied showed a positive impact on Articulate Storyline-based learning. This media is not only able to convey information visually, but also creates emotional engagement and reinforcement of real behaviors (Akbar Velayati & Djalal, 2022). The integration of interactive elements in this media is one of the keys to its success. Students are not only invited to understand grades in theory, but are also asked to make decisions in specific social contexts. Effective value learning must indeed touch the three domains of learning, namely cognitive, affective, and psychomotor. The findings in this study show that interactive digital media can reach these three domains in a balanced manner. This is proof that educational technology is not only relevant for academic learning, but also very applicable in character strengthening (Devega et al., 2022). Through narratives and simulations tailored to the student's context, social values can be more easily accepted. The biggest improvement that occurred in the affective aspect shows that students need a learning approach that touches their hearts. Emotional and meaningful learning can form a strong moral commitment in children. It also supports the principle that character education is not enough to be taught, but needs to be brought to life (Didisyahrir et al., 2023). Teachers have an important role in guiding students through reflection and strengthening these values. The results on the psychomotor aspect show that habituation and practice still need to be carried out continuously. Students need a school environment that consistently applies the values taught in learning. Collaboration between teachers, parents, and the school environment is an important factor in supporting long-term success (Chandra et al., 2024). The use of digital media can be used as an initial foundation to build good habits. But reinforcement through real practice remains the key in the internalization of values.

The results of observations during the learning process also showed an increase in students' active participation. They seemed more enthusiastic when learning with storylines and interactive quizzes in the Articulate Storyline media. The teacher also said that it is easier for students to understand the material and show real changes in attitudes. The discussion of these results corroborates previous findings that digital-based interactive media has great potential in improving character learning. In line with the research of Rachmadtullah et al. (2018) and Putra & Widodo (2021), animation- and simulation-based media such as Articulate Storyline are able to bridge the gap between cognitive understanding and the formation of student attitudes.

Theoretically, these results support Vygotsky's view of social constructivism theory, which emphasizes the importance of interaction and contextual experience in learning. This medium allows students to not only receive information, but also build understanding through simulations that resemble real life. The use of Articulate Storyline in the context of SDIT is also very relevant because it is able to combine Islamic values with the actual social situation (Khamim Zarkasih Putro et al., 2023). Teachers can design materials that incorporate moral and religious messages in each learning scenario, making learning more holistic. Learning with Articulate Storyline media is able to significantly improve students' literacy, norms, and social ethics. This media is not only cognitively effective, but also has an impact on students' social awareness and behavior. The use of this media is highly recommended for teachers in elementary schools, especially at SDIT to start integrating digital learning media such as Articulate Storyline in the process of learning values and characters. The development of teacher training and the procurement

of supporting facilities also needs to be carried out so that the use of this media can be applied optimally and sustainably (Wahib & Nafi'ah, 2022).

Articulate Storyline presents real-life scenarios that help students relate the material to everyday experiences. Through digital simulations, students are trained to make decisions based on the values taught. This media not only conveys information, but also invites students to reflect on their actions (Mas'ud et al., 2024). Teachers are facilitators who accompany students' thinking processes. This shows that digital media can strengthen the role of teachers and students simultaneously. This media provides a dynamic and adaptive learning space. Student learning outcomes showed an improvement in all three learning domains. Students become more aware of the concept of norms after learning with Articulate Storyline (Hartati, 2022). They can explain different forms of social norms more clearly. Visualization helps them understand the relationship between actions and consequences. For example, a scenario about environmental cleanliness helps students understand the importance of disposing of garbage in its place. Quiz and simulation activities in the media also reinforce the repetition of concepts. Students show better understanding in class discussions. They can provide concrete examples from everyday life. This increase is also supported by the active involvement of students during the learning process. The teacher said that the students became more enthusiastic. Students' understanding is no longer just memorization, but more applicative.

In the affective realm, students showed an increase in social awareness after participating in this media-based learning. They began to show concern for their friends and the school environment. Group discussions in simulated scenarios help students see the perspective of others. This encourages the development of empathy and tolerance (Tulus et al., 2024). Students become more sensitive to values such as honesty, fairness, and responsibility. They are also more orderly and polite during social interactions. Teachers reported a noticeable change in attitude in some students. Learning no longer only targets the head, but also the heart. This corresponds to the main purpose of character education. This affective strengthening is an important aspect of the success of this program.

In the psychomotor realm, students begin to show behavioral changes in daily life. They are more aware of maintaining the cleanliness of the classroom and the environment. Students also begin to form a habit of queuing and respecting teachers. These changes appear gradually, but consistently. Teachers use positive reinforcement to stimulate these changes. Reflection activities after the simulation scenario help students assess their actions. Continuous habituation strengthens behavior that is in accordance with norms. This proves that media-based learning also has an impact on students' real actions. This change in behavior is an indicator of the success of the value learning program (Tulus et al., 2024). This shows the important role of media in the formation of students' character.

The teachers involved in this study stated that the Articulate Storyline media is very helpful in the learning process. This media makes it easier for teachers to deliver abstract material. Interactive scenarios in the media are a very effective visual aid. Teachers not only teach, but also become companions in the process of value exploration by students (Batubara et al., 2023). The learning process becomes more fun and meaningful. Teachers do not feel burdened because this medium is relatively easy to use.

In addition, teachers can also adjust the content to the needs of students. This provides flexibility in conveying local and Islamic values. Teachers feel more confident in conveying value and ethics material. This media has a positive impact not only on students, but also on teachers.

The integration of Islamic values in the learning scenario is also an added value of this media. Teachers can add Islamic context to the storyline that is conveyed (Tri Wulandari & Adam Mudinillah, 2022). For example, the scenario of honesty is linked to the teachings of the Prophet Muhammad. This strengthens students' understanding that Islamic and social values are mutually supportive. Students feel that the value they learn comes from their own beliefs and culture. This strengthens the identity of students as Muslims with character. Religious learning is not only a separate lesson, but integrated in real life (Rahmah et al., 2024). Articulate Storyline helps bring value into a context that is familiar and touching to students' hearts (Suyanti, 2024). The teacher also said that it is easier for students to grasp the grades conveyed. The internalization process becomes deeper and more authentic.

Students' motivation to learn also increases significantly after the use of this media. Students become more enthusiastic in following the lessons. Visually and interactively engaging media make students not get bored quickly. Students feel happy because they can learn while playing. Participation scores in classes also increased. The teacher said that students were more active in answering and discussing. This shows that media not only serves as an aid, but also a spark for learning. With high motivation, students are more open to learning values (Tabroni et al., 2022). This is an important capital in character education. Strong motivation is the main driver of attitude and behavior change.

The use of Articulate Storyline is in line with the 21st century learning approach. Learning focuses not only on cognitive, but also on character, collaboration, and digital literacy. This media trains students to think critically, make decisions, and solve social problems. Students also learn to communicate and work together in groups. This is a skill that is much needed in future life. Articulate Storyline creates an interactive and meaningful learning space (Yeni et al., 2023). Teachers can create a well-rounded learning experience. Students learn from experience, not just theory. This makes the educational process more contextual and relevant to students' lives.

The success of the implementation of this media also depends on the readiness of schools and teachers. Not all teachers have adequate technological skills, so teacher training is very important. Schools need to provide technical support and supportive facilities. The commitment of the school management also determines the continuity of the program. Principals and parents must be involved in supporting technology integration. Without comprehensive support, these media are difficult to implement consistently. Periodic evaluations are also important to know the effectiveness of the media. Schools must make these innovations part of the learning culture (Fortuna & Khadir, 2022). This will ensure the benefits of the media can be felt in the long run.

Based on the data obtained and analyzed, it is proven that Articulate Storyline is effective in improving the literacy, norms, and social ethics of SDIT students. This media supports learning in the cognitive, affective, and psychomotor domains in a balanced

manner. Teachers and students alike benefit from this approach. With a contextual, visual, and interactive approach, values can be internalized more deeply. This media provides a great opportunity to strengthen character education in a fun and meaningful way. Schools in the digital era need to dare to adopt technology in value learning. Of course, with careful planning, training, and evaluation. In the future, the use of media like this can be expanded to other subjects. Learning will become more humane, relevant, and have a positive impact on the character of the younger generation.

CONCLUSION

The use of Articulate Storyline learning media significantly contributes to improving the literacy, norms, and social ethics of Integrated Islamic Elementary School (SDIT) students. This media has proven to be able to provide a more interactive, contextual, and meaningful learning experience through real-life scenarios that are visually appealing and easy to understand by elementary school-age students. From the three domains of literacy measured cognitive, affective, and psychomotor, it can be seen that there is an increase in students' understanding of the concept of norms, social awareness in common life, and the application of ethical behavior in daily life. Students show a better understanding of values such as responsibility, discipline, caring, and honesty after participating in learning with this medium. In addition, students also show a more positive attitude and enthusiasm in following the learning process. Articulate Storyline can also integrate Islamic values into the learning of social norms naturally and not patronize. Teachers can package value learning with a narrative and visual approach that touches the emotional side of students, so that the process of internalizing values takes place more strongly. Overall, this media is not only effective in delivering material, but also shaping the character of students as a whole.

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