Media *Articulate Storyline* Based on the Values of *the Rokat Phandaba* Tradition in Students at SMAN 1 Grujugan Bondowoso

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Abstract

The aims of this study are as follows: (1) to analyze and find out the needs of historical learning media based on local wisdom values at SMAN 1 Grujugan; (2) to understand the procedure for developing an articulate storyline media based on the traditional values of the Rokaat Phandeba; 3) Knowing the feasibility of the media articulate storyline that was developed based on the results of expert validation. This type of research is development or research and development by adopting the ADDIE model design (analysis, design, development, implementation, and evaluation) in the product development process. The results of this study indicate that the history learning media used at SMAN 1 Grujugan still uses conventional media such as PowerPoint and only uses material from textbooks and internet sources. Second, the development of articulate storyline media was developed based on the primary sources of material from Rokat Phandaba by adopting the ADDIE model, starting from analyzing the needs of learning media in the field, making media designs developed, developing media articulate storylines based on the results of material validation tests and media validation tests by experts, implementation limited and broad. The final step is to evaluate the media that was developed based on the results of the questionnaires given by students and teachers. Based on the validation results of learning media experts and material experts, the following percentages were obtained: (1) good 60%; (2) 10% is sufficient; (3) perfect 0%; (4) less than 0%; (5) significantly less 0%.

Keywords: *Development, Media, Articulate Storyline, Rokat Phandaba*

Introduction

Talking about learning media will be endless; even Finland, which is very advanced in education, will continually evaluate and find the best solutions for using learning media. Learning media is one of the foundations to support the success of the learning process. Learning media provides a much broader and different experience to students compared to learning without using learning media (Buckingham, 2007). Using learning media in the learning process will build a conceptual framework for students, from pictures, animations, sounds, and many more, and students will construct the visualization results as knowledge and new experiences (Mayer, 2002). Therefore, all schools need to continue to innovate in developing learning media that are attractive to students.

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Making students active, creative, and innovative is a challenge for every educator in this era of globalization. The role of teachers in communicating learning materials is also vital. Although the material that will be explained is fascinating, the delivery process seems boring; students will inevitably need help to absorb the information appropriately conveyed. Educators need to combine lecture models with engaging learning media. Every teacher needs to hold the principle of effectiveness and efficiency in the process of delivering learning materials. Therefore, the use of technology and information is needed to increase the effectiveness and efficiency of the learning process. According to UNESCO, there are five basic skills of media and information literacy: understanding, critical thinking, creativity, cultural awareness, and citizenship (Gutierrez & Tyner, 2012).

The problem that often occurs in history learning is the need for more technology and information; educators in the field are more dominant in using the lecture model. It will certainly make the learning process boring and unpleasant. History learning is a subject that instills cognitive, affective, and psychomotor dimensions about human life in the past, present, and future. History subjects have an essential position in shaping the character and civilization of a dignified nation and in the formation of human beings with a sense of nationalism. History learning has a strategic position in making students aware of the dynamics of community development in the dimension of roar and time and providing a foundation for students to understand national identity.

History learning should not only have the task of providing material (cognitive) but also, as much as possible, of providing material based on local wisdom values. These two things have no meaning for students' lives in the present era and future if students need to understand the true meaning of history. Kartodirdjo also expressed the same thing about the tasks of history subjects, namely (1) developing a sense of love for their nation; (2) providing good inspiration from historical events or figures in the nation's struggle; (3) directing towards a national, critical, and empirical thinking pattern; (4) be able to realize humanism (Aman, 2011). For all of this to be realized, of course, every teacher must transform from a lecture model to a model that utilizes information technology based on local wisdom values. Information technology has a vital role in the 5.0 era; schools that use information technology in their learning process have supported education policy and curriculum reform from the conventional paradigm to the digitalization paradigm (Vrasidas & McIsaac, 2001).

Educators must develop learning media with 21st-century skills while remembering the values of local wisdom. Initial steps Based on a preliminary study conducted at SMAN 1 Grujugan, the use of technology and information in the history learning process has been carried out using

PowerPoint media. Based on initial observations and interviews with history teachers, students are much more interested in learning if taught using learning media. Indeed, information technology is limited to PowerPoint presentations and YouTube videos. Regarding the historical awareness of students at SMAN 1 Grujugan based on the results of initial observations, data was also obtained that some students needed to learn what Rokat Phandaba was. Only two students knew little about this local wisdom. If students do not have historical awareness, especially about the local wisdom around them, then these cultures can surely be eroded by globalization and only in name. Cultural awareness is a person's ability to see and judge one's culture, the culture of others, and other cultures that come in. So that they can assess whether the culture is appropriate or not by the existing culture. Therefore, everyone must be aware that there is a culture, religious system, and customs that must be respected (Vacc, 2003). The lack of cultural awareness of students is since students focus on the material contained in textbooks, either Indonesian History or History of Specialization. This means *that local geniuses* in Bondowoso district have not been developed and incorporated into history learning so far.

The interest of SMAN 1 Grujugan students in history subjects based on initial observations is still lacking. It is very clearly seen when the teacher is explaining the material without any student response or feedback, talking and joking with himself, and chatting with his friends. The discussion process between teachers and students has yet to occur. It can be concluded that if this is the case, the student's awareness of history has yet to grow fully.

In fostering students' historical awareness of local geniuses in the students' pockets, teachers need to innovate in utilizing fun learning media and materials required by local wisdom values in Bondowoso Regency. One of the learning media platforms that can be used is the articulate storyline. Media articulate storylines are much more enjoyable compared to power points. The function is almost the same, namely for the presentation of percentages. Articulate Storyline is a device that combines text, images, videos, animations, and sounds to provide an attractive form of visual presentation. The difference is in the features in the software such as timeline, movie, picture, character, and others that are easy to use (Donnellan, 2021).

With the help of articulate storyline learning media, students can understand the values of Rokat Phandaba's local wisdom. This tradition is a ritual usually carried out by the Madura tribe. The terminology of Pandhaba in the Madura tribe is interpreted as a child who is given special abilities or more due to the order of birth in his family. The child needs to be in Rokat to avoid danger and get salvation in the afterlife, which is the ritual process   (Chair, 2020). is then displayed visually through images, videos, texts, and sounds, as well as in the form of

animations. It is by Dale's practice cone, which states that the learning style and media used will also affect students' learning experience. Students can remember the learning style by observing videos and pictures by 30% rather than just reading. It can undoubtedly improve student learning outcomes (Dale, 1969).

Previous research conducted by Setyaningsih et al. showed that there was an increase in student motivation by 60% and an increase in learning outcomes by 70% using articulate media storylines compared to using conventional learning models (Setyaningsih & Wahyudi, 2020). The following research was conducted by Nabila in 2020, titled "Development Of Learning Media Based On Articulate Storyline," which shows that articulate storyline media is feasible and suitable for development and use in the learning process. The results of the validation of media experts obtained an assessment score of 86.16% and the validation of material experts of 79.65% (Nabilah et al., 2020).

This study aims to discover the learning media used in SMAN 1 Grujugan and the need for history learning media based on local wisdom values. Second, knowing the procedure for developing articulate storyline media based on the values of the Rokaat Phandeba tradition. The last is to determine the feasibility of articulate storyline media developed based on the validation results of media and material experts.

Method

This study uses a development research method. In development research, three critical things need to be considered. First, the development model is used as a guideline for developing the product. Second, the development procedure is a process that needs to be carried out by the developer to produce the product. Third, testing whether the developed product is effective or not against the needs in the field (Puslitjaknov, 2008).

The above opinion is by Sugiyono, who states that research and development are used to produce a product and test its effectiveness. Therefore, development research is very suitable for research that produces a product. In addition, it is also possible to find a new model, innovation, and procedure while developing the product (Sugiyono, 2016).

Development research in education is, in principle, to develop products used in the learning process, such as learning videos, material development, learning models, learning media, and many more. The development model, according to Borg and Gall, has ten stages: (1) The research stage to collect data; (2) the Planning stage; (3) Developing product drafts; (4) The first field trial stage; (5) Revise the product; (6) Second field trial stage; (7) Revise products

based on field trials; (8) Field implementation test; (9) Final product revision; (10) Dissemination and implementation. (Borg & Gall, 1983).

The ten stages above can be simplified into preliminary studies, product design, and product trials. Based on existing theoretical studies, the preliminary study seeks to analyze the need for appropriate media and materials in the field. Second, product design is an activity that develops new products based on an analysis of the needs in the field. Third, product testing is an activity that tests products developed by conducting experiments in a limited manner and with a broad sample.

In collecting data in this study, interview, observation, and questionnaire techniques are used. Interviews are used to find out in depth from respondents regarding the information needed during the research process. Observations are carried out to determine the actual conditions in the field directly, starting from needs analysis to limited and broad trials. The questionnaire was used to obtain data by providing questions to the respondents.

In analyzing the data in this study, it is divided into three parts as follows: (1) Data analysis techniques from preliminary studies using Data Triangulation; (2) Data analysis techniques from suggestions and inputs from media experts and material experts using the formula: $R = \frac{\sum n}{T}$ (Gronlund, 2009). The results of the validation of media and material experts are then further analyzed qualitatively. Mrs. Rully Putri Nirmala Puji, S.Pd., M.Ed, will validate the media developed. She is one of the lecturers in the History Education Study Program at the University of Jember and is an expert in information technology, especially learning media. His courses were an introduction to information technology and learning media. Meanwhile, Rokat Phandaba's material will be validated by a material expert, namely Dr. Sugiyanto, M. Hum. He is also a history education study program lecturer and an expert in the socio-cultural field. The courses that he taught were socio-cultural history research methods, socio-cultural theories, socio-cultural learning innovations, and socio-cultural history.

In this study, learning media was developed using the ADDIE model, which started from analyzing learning needs to develop learning media and materials in research at SMAN 1 Grujugan to the revision and evaluation stage so that history learning media based on the values of the Rokat Phandaba tradition was found to increase cultural awareness and education. Local genius education is learning that teaches students always to be integrated with the surrounding environment (Assidiq & Atmaja, 2019).

Results and Discussion

The development of history learning media in this study uses the ADDIE model, which starts from analyzing learning needs to develop learning media and materials in research at SMA 1 Grujugan to the stage of revising and evaluating so that history learning media based on the values of the Rokat Phandaba tradition are found to increase cultural awareness and education.

Needs Analysis

The needs analysis in this study is to determine the needs of educators and students, the material to be taught, and the competencies expected by students after learning. There are three stages: literature study, field observation, and data processing from the preliminary study. In this literature study activity, the researcher tried to find various literature related to history learning based on local traditions, appropriate materials, and theories. Materials by the media and materials developed in Indonesian History Class X, especially Islamization and Cross-Cultural Materials in the Archipelago. This literature study activity aims to strengthen the material that will be taught to students so that students understand and have cultural awareness in the school, family, and community. Cultural awareness is essential for students from an early age because it ensures no misunderstandings when interacting with different cultures or communities. So that students can behave according to the culture in which they are located (Constantin et al., 2015).

In addition, in analyzing the needs of other activities carried out is a field survey (observation), which tries to find data related to the history learning process that has taken place at SMAN 1 Grujugan so far and the historical awareness of students. Interviews were conducted with educators and students, observing the learning media used, the learning resources used so far, the students' learning styles, the characteristics of students, and many more. It aims to be considered when developing a learning model researchers will use.

Learning Media Design

After the needs of media and materials have been identified, the next step is to design the learning media. Activities carried out at the design stage include formulating competencies, creating concepts of learning materials and resources, making learning evaluations, and laying out articulate storyline media.
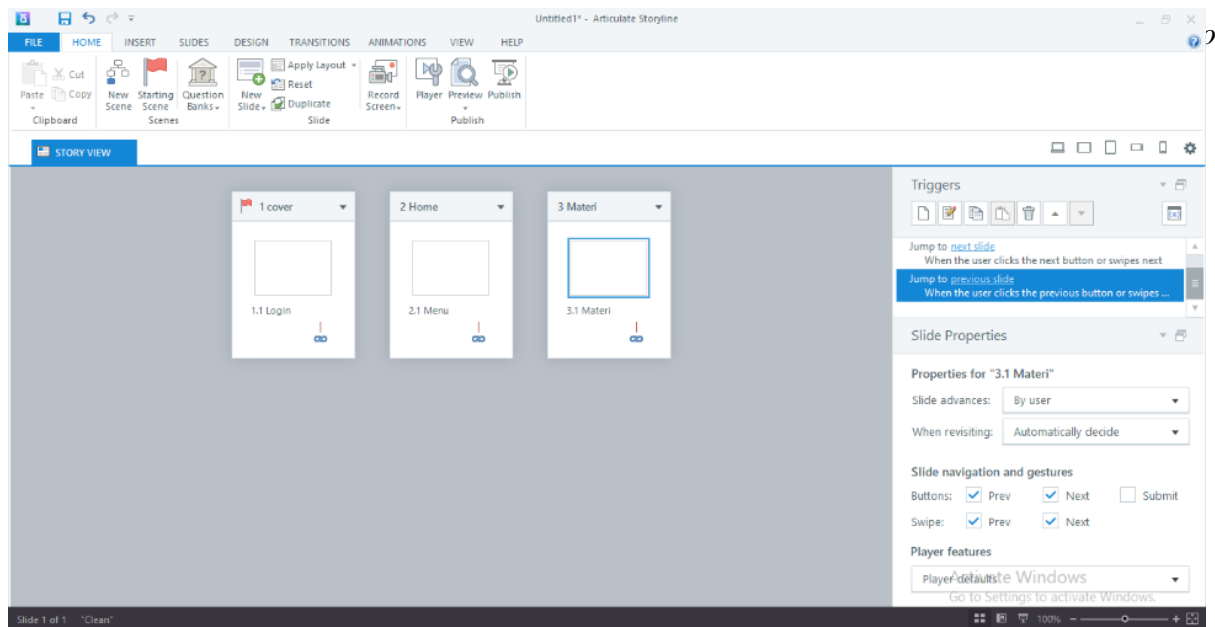
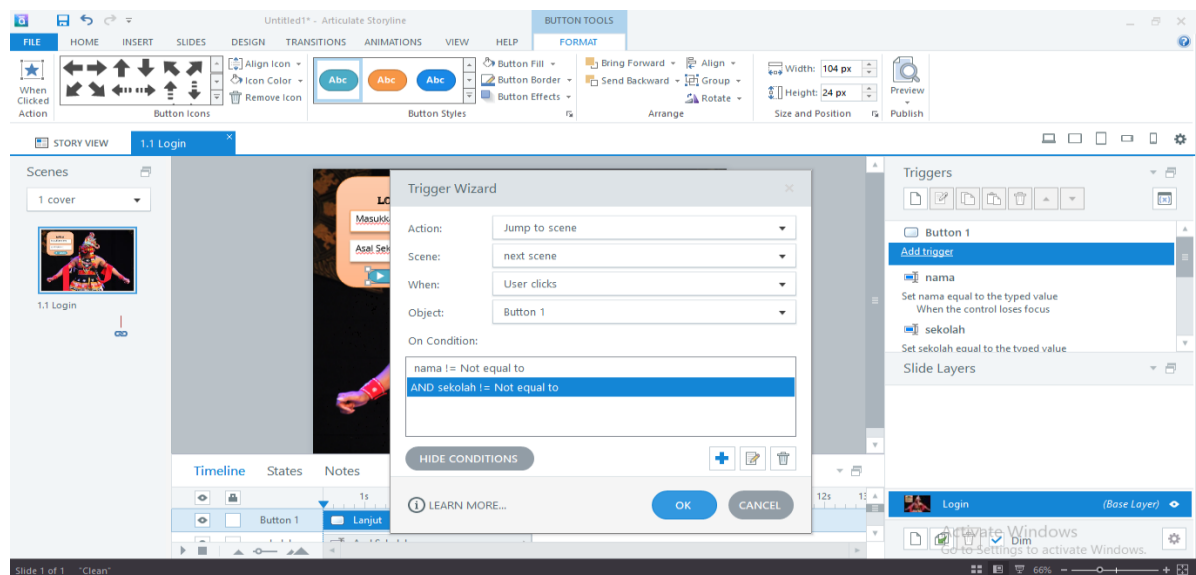Figure 1. Design the layout of making covers, homes, and materials

Figure 2. Cover design log in material *rokat phandeba*

The first step is to formulate learning competencies, both general and special. Learning competencies have been arranged in general in the curriculum, based on the results of a preliminary study by researchers using Islamization and Cross-Cultural Materials in the Archipelago in class X of Indonesian History. The material expert must first validate the draft material prepared before including it in the articulate storyline media in the next activity. The learning resources that will be used are relevant literature, the internet, articles, journals, and so on to strengthen the theory and material taught. As for the evaluation stage, by providing questionnaires to educators and students.

All of the steps of the above activities are prepared and collaborated with educators to suit the needs in the field. The draft of the learning media that has been prepared with educators then continues to be revised until Rokat Phandaba-based history learning media is found suitable to be developed and applied in history subjects in class X IPS.

Media Development

At this activity stage, a draft product design agreed upon with educators will be developed and tested for validation by material and media experts. Validation was carried out to discover the shortcomings of the learning media that had been developed. Media are all things that facilitate students' acquisition of knowledge so that media can be concluded not only as tools or materials (Ainina, 2014).

Based on corrections from media and material experts, the media developed can be much better before being tested. The activity of developing history learning media based on Rokat Phandaba values starts from the stage of preparing hardware and software. The hardware used is a Mac Air M2 Laptop with 8G RAM and the IOS Ventura Version 13.2 operating system. The software used is Alticulate Storyline 3 software.

After the hardware and software are ready, the next step is to fill in the learning materials on the articulate storyline template. In addition, the activities are to choose a layout based on the Rokaat Phandeba material and insert images, videos, and animations on the selected template. The next stage is to evaluate the product by testing the validity of the material and media developed by experts or experts. This activity is significant in discovering the long-term shortcomings of articulate storyline media that have been developed. Here are the results of the experts' validation of the material and media.

Table 1. Results of Material Validation by Experts

It	Criterion	Frequency	Percentage (%)
1.	Very Less	0	0%
2.	Less	0	0%
3.	Enough	2	10,52%
4.	Good	15	78,94%
5.	Excellent	2	10,52%

Source: processed from personal data

Table 2. Media Validation Results by Experts

It	Criterion	Frequency	Percentage (%)
1.	Very Less	0	0%
2.	Less	0	0%
3.	Enough	3	10%
4.	Good	18	60%
5.	Excellent	9	30%

Source: processed from personal data

Based on the table above, the results of validating the learning media and the material developed can be said to be good and can be used with revision. The result of material validation was 78.94%. Based on the expert assessment results, the average assessment score of 4.00 was obtained. The quantitative value is 4.00 qualitatively. The validation results from learning media experts are 60% good and can be used with revisions. The average assessment of the results from media experts is 4.2 and can be categorized as good. In accordance with the table of guidelines for processing qualitative data into quantitative, $3.40 < X \leq 4.21$ can be said to be good.

The following is *a storyline articulate* media that has been revised based on the results of expert validation and is ready to be implemented.

Figure 3. Media articulate storylines that are ready to be
implemented

Media Implementation

The next stage after the learning media that experts have validated is the implementation of trials. The trial was carried out in two stages: a limited trial and a comprehensive one. The trial was limited to a limited number of people or in small groups with ten respondents. This limited trial is implemented before a broad trial is carried out so that the weaknesses and shortcomings of the media and materials developed can be effective in the learning process. Below are the results of criticism and input from respondents about the learning media developed.

Table 3. Suggestions and Criticism from Respondents

It	Criticism and Suggestions
1.	The sound from the music is too loud to interfere with the original sound of the video
2.	The animation on the template slightly interferes with the writing of the material
3.	Rokat *Phandaba-related* images reproduced
4.	The terms of the Wawa or Madurese language are given information to make it clearer
5.	The color and font of the text are slightly clarified and adjusted to the color of the template

Based on the results of the criticism and suggestions from the limited trial, it was revised again with history teachers. To overcome the first problem, which is too loud music, a revision was made by reducing the music sound so that the sound of Rokat Phandaba's original video can be heard clearly. The problem with the second point is that revisions were made by removing some unimportant animations and changing the layout to be proportional. The third point is to revise by posting several pictures about the process of the Rokaat Phandeba ritual. The fourth suggestion is to revise it by adding information after the terms Java and Madura. The fifth point is to revise the colors and fonts to make them more transparent and visible in the template. After being revised according to the respondents' input, the learning media was piloted in class X of social studies with Islamization and Cross-Cultural Materials in the Archipelago. In the discussion of the material, a discussion of one of the local wisdom values in Bondowoso Regency was included, namely Rokaat Phadeba. This limited trial was conducted to discover the shortcomings and weaknesses of the media developed before a wide range of tests were carried out.

The next activity after the limited test was conducted was a comprehensive test with 30 respondents. A broad social studies trial was conducted in class X by adopting the classroom action research cycle model. The stages of activities in the broad trial consist of planning, implementation, observation, and recommendations. At the planning stage, researchers and educators prepare learning tools, such as Learning Implementation Plans, learning materials, learning media, and learning resources, and prepare instruments to evaluate learning outcomes.

In addition, educators have also prepared the distribution of materials and assignments for joint discussion materials. In the implementation stage, this activity's piloted media was developed with cooperative learning strategies and methods, and then educators formed five random learning groups, each consisting of 6 members. In the previous meeting, educators prepared students to bring all learning resources related to the material discussed for the meeting in stage 1. Each group is then given different problems according to their respective groups.

Based on the results of the researcher's observations while in the classroom, the learning process is quite good. Educators have implemented the syntactic steps of learning. However, based on educators' records, student activeness is lacking in areas for improvement, as students tend to remain passive when discussing. The second note is that in the perception step, it would be good if the educator, when conveying learning objectives, was associated with learning at the previous meeting. It will allow students to align the information obtained at the previous meeting with the new information discussed. The third note is that the discussion process tends to be less conducive because many students from other group members chat alone or do not appreciate the group appearing in front of the class. However, with the help of articulate storyline-based learning media, students who initially spoke independently began to focus on listening to the material delivered through articulate storylines. Students are especially interested in the images and videos of the Rokat Phandaba tradition that have never been seen before. This positive response can indicate that students are much more interested in the material presented if they use suitable learning media. One of the indicators of participants who are said to be learning is a behavior change; the change occurs due to changes in students' knowledge, skills, and character (Arsyad, 2002).

The last stage of implementation in stage I is the recommendation of the learning process. The learning recommendations aim to discuss all obstacles and problems during the continuous learning process so that researchers and educators collaborate to provide suggestions and input on the continuous learning process.

Evaluation

The evaluation of this activity is to assess whether the articulate storyline teaching media teachers and students have used is to the needs or not by using a questionnaire given to students and educators. 11 questions were given to students, and 14 questions were given to educators.

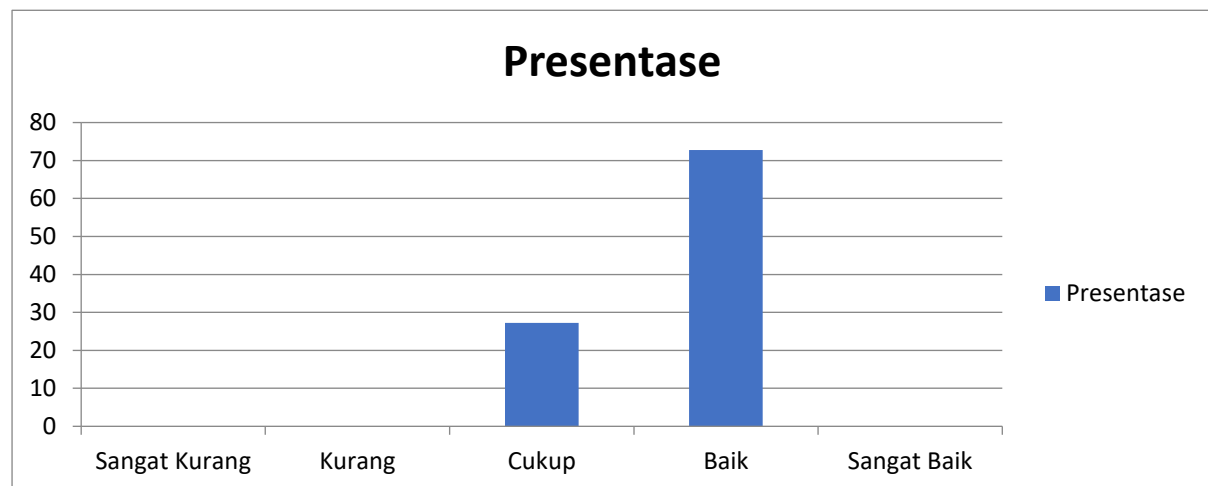The following will present the results of the questionnaire to students and educators.

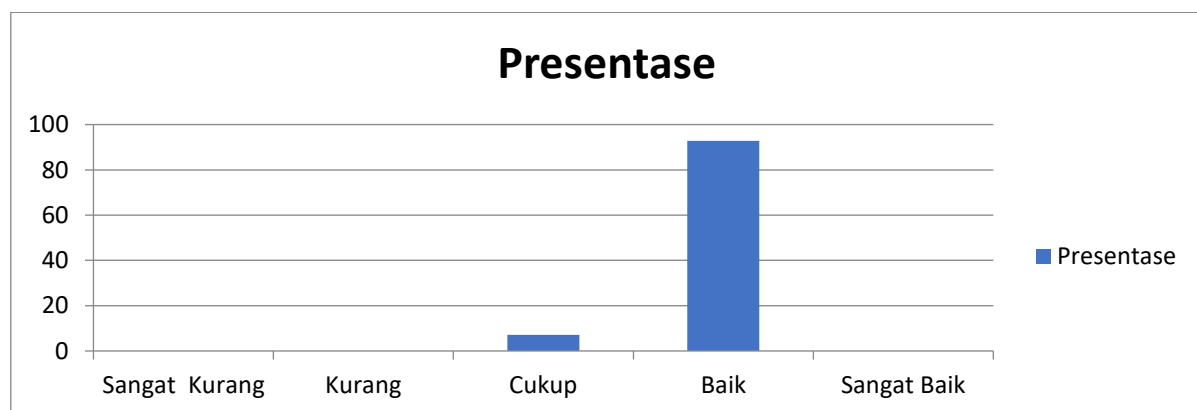Figure 4. Graph of Validation Test Results by Students

Figure 5. Graph of Validation Test Results by Educators

The two graphs above show that the articulate storyline learning media developed is said to be good. The assessment results from students were 72.72%, with the number of good criteria of 8 and the sufficient criteria of 27.27%, totaling 3. Meanwhile, the results of the educators are also said to be good, with a percentage of 92.85% with a score of 4 with a total of 13 and a score of 3 with a total of 1. Overall, the learning media developed and tested can be good, but it still needs to be revised gradually to suit the needs of the field.

Based on the results of implementing the articulate storyline media developed, it is feasible to develop. At the implementation stage, it is evident that the enthusiasm and interest of students in learning history are compared to the control class that uses conventional learning models or lectures. The results of this implementation are in line with previous research conducted by Reni (2022) with the title "Application of Articulate Storyline 3 Learning Media in Indonesian History Learning in Class X Students of AKL1 SMKN1 Kandangan in 2021/2022" that

students are very interested in learning history because the learning media used is also interactive so that during the learning process students become active and creative. This non-boring learning increases students' interest and learning outcomes (Neliati, 2022).

Conclusion

Based on the results of the research and discussion above, it can be concluded that the development of articulate storyline learning media based on the values of the Rokat Phandaba traditional SMAN 1 Grujugan based on the results of limited and extensive tests and the validation results of educators and students can be said to be good and can be developed. The need to develop articulate storyline media is based on the values of the Rokat Phandaba tradition, which was developed based on a preliminary study conducted using observation and questionnaire techniques. The preliminary study results show that students are seen chatting and talking to themselves during the learning process. Educators still use conventional models in the learning process, so students find the material presented boring. In addition, the problem that makes students lazy to learn history is that contextual materials must be used in the student's environment.

The development of articulate storyline learning media adopts the ADDIE model. The stages of articulate storyline media development activities consist of needs analysis, design of developed media drafts, development of learning media, implementation or trial of developed media, and evaluation. The results of media and material validation by experts or experts can be concluded with values of 60% and 78.94%. The results of the assessment from students were 72.72%. Meanwhile, the results of educators are also said to be good, with a percentage of 92.85%.

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