

Android-Based Articulate Storyline Interactive Media in IPAS Subjects

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Received: January 22, 2024

Revised: March 25, 2024

Accepted: June 20, 2024

Published: June 30, 2024

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DOI: [10.29303/jppipa.v10i6.7022](https://doi.org/10.29303/jppipa.v10i6.7022)

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Abstract: The limitations of learning media, especially technology-based, make students passive so they feel bored and less interested in learning. This results in low student learning outcomes. This research aims to develop and test the feasibility, practicality, and effectiveness of Android-based interactive media in the IPAS subject, fifth grade elementary school interaction material. This type of research is developed using the Borg and Gall model. The data collection techniques used are observation, interviews, document data, tests, and questionnaires. The validation results by media expert validators were 91.3% and material experts were 91.2%, so an average of 91.25% met the valid criteria. Based on the pretest and posttest results, it is known that Android-based interactive media is effective in improving student learning outcomes as seen from the effectiveness of the t-test and N-gain tests. The t-test shows that Sig. < 0.05, meaning there is a significant difference between learning outcomes before and after treatment. The N-gain test shows a high criterion, namely 0.73 on a small scale, and a medium criterion, namely 0.59 on a large scale. Based on the results of the response questionnaire distributed, a very positive response was obtained from teachers and students. From these results, it can be concluded that Android-based interactive media is effective for improving the learning outcomes of IPAS as well as feasible and practical to use in the learning of fifth-grade elementary school students.

Keywords: Interactive Media; Articulate Storyline; Android; IPAS; Elementary School

Introduction

Education is the main factor that determines the creation of a quality next generation of the nation who can develop skills according to their respective potential. This is by the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 16 of 2022 which states that Process Standards are used as guidelines in carrying out an effective and efficient learning process to develop students' abilities, initiative, skills and independence to the maximum (Nurrita, 2018; Silalahi, 2020; Saputra, A., & Filahanasari, 2020). Effective, efficient, and independent learning processes are also applied to

learning in elementary schools (Arwanda et al., 2020; Firmadani, 2020).

Learning at the elementary school level certainly cannot be separated from subjects. Natural science is one of the mandatory curriculum subjects that must be taken in elementary school education.

Natural Sciences as a compulsory subject is very useful for students' lives because it is closely related to human life, the natural environment, and even the universe (Siswanto & Susanto, 2022; Pratiwi, 2021). In the independent curriculum, science subjects are combined with Social Sciences to become Natural and Social Sciences (IPAS). According to the Decree of the Head of the Educational Assessment Curriculum

How to Cite:

Masrifah, A., & Setyasto, N. (2024). Android-Based Articulate Storyline Interactive Media in IPAS Subjects. *Jurnal Penelitian Pendidikan IPA*, 10(6), 2978–2988. <https://doi.org/10.29303/jppipa.v10i6.7022>

Standards Agency number 033/H/KR/2022, Natural and Social Sciences (IPAS) is a science that studies living and inanimate things in the universe and their interactions, as well as human life as individuals and as creatures. social interaction with its environment. It is hoped that the combination of these two subjects can help students better understand and be able to manage the natural and social environment around them simultaneously (Nugraha et al., 2021; Pratiwi, 2021). Even though the new curriculum has been used, the implementation of IPAS learning in elementary schools is not free from problems.

Problems that arise in the implementation of IPAS learning in elementary schools include learning that is still dominated by lectures by teachers, making students passive. in learning activities, and tending to feel bored (Tiyas et al., 2020; Zakirman et al., 2022). Learning IPAS is also considered difficult by students because there is too much memorization. Apart from that, there are limited learning media used to deliver learning media (Nugroho & Arrosyad, 2020; Sari & Harjono, 2021; Widya et al., 2022). Many teachers also find it difficult to develop and operate learning media for IPAS subjects, especially technology-based ones (Donna et al., 2021; Rohmah & Bukhori, 2020). Learning media makes learning interesting so that it makes students active (Karo & Rohani, 2018; Tafonao, 2018; Wahid et al., 2020). One way to achieve quality learning is through the development of innovation in technology, namely learning media, so that learning continues to develop and is not left behind by world education (Bayu & Wibawa, 2021; Devi & Bayu, 2020). Media has many functions, including being able to motivate students to learn, increasing students' interest in learning, fostering student focus, learning that is not boring, and improving students' memory in capturing material (Fisnani et al., 2020; Munandar et al., 2021).

The results of observations and interviews conducted at SDN Kemiri Lor with class V teachers also found problems, including existing teaching aids and media that were starting to break down, limited learning resources for students, and minimal development of learning media, especially those based on technology. These limitations in the development of learning media have an impact on students' lack of interest in learning, especially in subjects such as IPAS, because students have to memorize and understand in depth the material provided using monotonous learning methods from teachers with lectures. This makes students less interested, bored, and have difficulty understanding the material provided. From the document data on the learning outcomes of class V students at SDN Kemiri Lor, it can be seen that the learning outcomes for IPAS lesson content are still low. In the grades of class V students on ecosystem material, it can be seen that the

number of class V students at SDN Kemiri Lor is 25, indicating that there are 16 students (64%) who have not yet completed the KKTP and 9 students (36%) who have completed the KKTP. The IPAS lesson load is 70.

The solution to this problem is to develop technology-based interactive learning media. Interactive media is a combination of several media designed as one whole, for example, a combination of images, text, audio, animation, and simulations, which can be used in learning to help clarify abstract material or lesson concepts into concrete ones and is equipped with tools (Hasan, 2021; Deliany, 2019). Through innovative and practical interactive media, students will be more interested and can use it to learn anytime and anywhere (Oktafiani et al., 2020; Septiani et al., 2021). Interactive learning media also contains learning materials and questions, as well as more interesting exercises to motivate students to learn and improve the quality and learning outcomes of students (Jannah et al., 2020; Sari & Harjono, 2021).

Learning media is a tool aimed at creating teaching materials in an efficient manner (Nurdyansyah, 2019). Innovative interactive learning media can be developed based on Android. Android is a Linux-based operating system used for mobile phones, such as smartphones and tablet computers (PDA) (Prabowo et al., 2020). The use of Android in developing learning media is efficient and also supports the use of facilities and infrastructure that are already available at schools in the form of tablets, while gadgets are already available at each student's home (Aranta et al., 2021; Jubaerudin et al., 2021).

This Android-based interactive learning media can be developed with the help of software to articulate storyline. Interactive learning media in the form of the software Articulate storyline has many advantages, so it is appropriate to use it as a learning media to increase students' interactivity and understanding (Deliany et al., 2019; Ariani, 2020). Articulate storyline can provide easy design features similar to Microsoft PowerPoint, making it easy to use for beginners who want to develop learning media (Amiroh 2020; Lestari, 2021). Apart from that, interactive media created with an articulate storyline also provides ease of operation during learning, increasing students' understanding by inserting material and utilizing features in the form of writing, sound, and animation regarding the material to be taught so that learning becomes communicative and interactive (Sari et al., 2023; Nugroho & Arrosyad, 2020).

Interactive media design with software articulate storyline an Android-based storyline by creating a background with an attractive theme and color according to the material and characteristics of the students (Wulandari et al., 2019; Yamin, 2020). Then there are videos, audio, animations, stories or text, and

interesting pictures so that students don't feel bored (Rahayu et al., 2023; Widya et al., 2022; Setyaningsih et al., (2020). The use of digital devices in learning has a high level of interest, so that the use of this media shows that there are variations in learning that are adaptive to the characteristics of students in the digital era as generation Z (Pratama & Sakti, 2020). Apart from that, media is also created so that it can be used individually or in groups anywhere and at any time (Marpelin et al., 2023; Septiani et al., 2021). The advantage of this interactive media is that there are quizzes and evaluation questions that are made of multiple choice with pictures and drag and drop so that it motivates students to work on it while teachers can save time and paper (Lestarani et al., 2023; Oktafiani et al., 2020; Septiani et al., 2020). The results of evaluations or quizzes contain feedback, making this media more interesting and interactive for students to use.

The use of interactive media supports IPAS learning, where students will better understand material that is far from their environment by viewing videos or images presented by actively operating the media to understand the material (Fitriyah et al., 2023; Rahayu et al., 2023). By the essence of natural science, namely products, processes, attitudes, and technology. So, in science learning, it is not possible for students to only acquire knowledge (products), but students must be actively involved in learning. Based on this description, interactive media with software Android-based articulate storyline is a learning media that can increase students' motivation to be more active in understanding learning more interestingly and efficiently.

Based on research conducted by (Jubaerudin et al.,2021; Kartika Sari et al.,2023; Widya et al.,2022) states that interactive media with software Android-based articulate storyline is suitable for delivering material to elementary school students because of its attractive colors and operation. Apart from that, the media developed also makes it easier and attracts students' interest in understanding the material, so that their learning outcomes increase. This is in line with the results of research by Marpelin (2023) entitled "Interactive Multimedia Based on Project Based Learning Model Using Articulate Storyline 3 Application on the Topic of the Human Digestive System," which states that the use of media with software-articulate storyline effectively improves the learning outcomes of fifth grade students.

Previous research also stated that interactive media created with software articulate storyline is considered very good so it is effective and suitable for use at the elementary school level (Arwanda et al., 2020; Nugroho & Arrosyad, 2020; Sari & Harjono, 2021). Learning using interactive media can also increase students' critical

thinking skills (Arwanda et al., 2020; Fitriyah et al., 2023; Heliawati et al., 2022). Apart from that, the use of interactive media created with software articulate storyline can motivate and improve student learning outcomes (Kumullah & Tayibu, 2021; Mumlahana et al., 2020; Sari & Harjono, 2021).

Based on this, it can be concluded that interactive media is created with software Articulate storyline can be used to motivate and achieve student learning outcomes in IPAS subjects. However, there has been no study regarding interactive media with software Android-based articulate storyline with interaction material in the ecosystem (IDE IPAS V). The advantages of interactive media with software Android-based articulate storyline with interaction material in the ecosystem (IDE IPAS V).

Novelty the presence of more interactive features equipped with audio, video, images, and animations in the form of interesting applications. In this media there are also buttons equipped with audio commands, making it easier for students to operate the application. Apart from that, this Android-based media can be operated anywhere and at any time, making it easier for students to learn. This media update also lies in the existence of explanatory videos and quizzes on each material. Based on this, this research aims to develop interactive media with software Android-based articulate storyline with interaction material in the ecosystem (IDE IPAS V) that can increase students' motivation and learning outcomes in IPAS subjects. Apart from that, this development was also carried out to test the feasibility, practicality, and effectiveness of the product being developed.

Method

The type of research used is research and development (R&D) research, which will produce interactive media with an Android-based articulate storyline and interaction material in the Class V ecosystem of SD N Kemiri Lor, Purworejo Regency. In the research and development of this interactive media, the researcher implemented development according to the procedure developed by Sugiyono (2019), which consists of 10 steps, but the researcher only limited it to step 8, namely trial use, due to time and cost constraints. So, the steps in this research are: problem and potential; data collection; product design; design validation; design revision and product development; product testing; product revision; and implementation/ trial use.

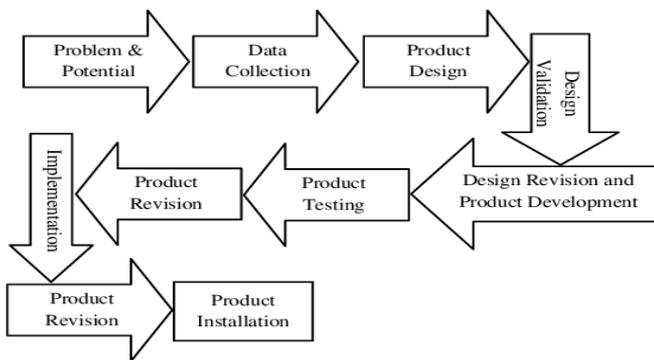


Figure 1. Borg and Gall Development Model

The initial stage carried out by researchers was to determine the potential problems that exist in the school by conducting observations, interviews, and documenting the learning outcomes of fifth-grade students at SD N Kemiri Lor. The next stage is collecting data and information to plan the product to be developed using a student and teacher questionnaire. After analyzing the needs questionnaire, the researcher designs the product that will be developed, starting with the design, materials, and language that will be used. The product design is adjusted to the IPAS learning outcomes (CP) contained by the decisions in phase C, namely, students investigate how the interdependent relationship between biotic and abiotic components can influence the stability of an ecosystem in the surrounding environment. After the product has been designed, validation is carried out by experts who are competent in their field, namely media experts and material experts, by filling out the validation sheet that has been prepared by the researcher using a Likert scale.

The next stage is design revision. The product that has been assessed by the expert validator is then revised based on the wishes given by the expert validator. After the product was revised, it was continued by testing the product on students on a small scale in class VI, consisting of 12 students, using a purposive sampling technique based on different levels of cognitive ability. At the product trial stage, learning was carried out using Android-based interactive media using tablets at the school. After carrying out the lesson, teachers and students were asked to fill out a response questionnaire regarding the use of Android-based interactive media. Next, the results of the response questionnaire are analyzed, and if there is input, it can be used as material for revising products that have been tested. The final trial stage involves testing the product being developed on a larger scale. Researchers conducted trials of its use on all 21 students in class V of SD N Kemiri Lor to determine the effectiveness of the product developed based on student learning outcomes.

The type of data used in this research is primary data. Primary data is data obtained directly when conducting research; in this case, qualitative and

quantitative data. The qualitative data in this research was obtained from observations, questionnaires, and teacher interviews conducted at SD N Kemiri Lor. Quantitative data in this research were obtained from the learning results of fifth-grade students at SD N Kemiri Lor on interaction material in the IPAS subject ecosystem as well as the results of pretest and posttest assessments.

The research design used is a pre-experimental design with a one-group pretest-posttest design model, namely, a pretest before treatment is given and a posttest after the research. The aim is to find out more precisely the results of treatment because you can compare conditions before and after treatment using Android-based interactive media (Sugiyono, 2019). Data collection techniques use test and non-test techniques. The test technique is in the form of 30 multiple-choice questions, while the non-test technique is in the form of observation, questionnaires, interview results, and document data. To determine the feasibility of the product being developed, data analysis was carried out in the form of an assessment by material and media expert validators using a Likert scale. To determine the practicality of the product, a student and teacher response questionnaire was used after the product was developed using the Guttman scale. Then, to determine the effectiveness of the product, data analysis was carried out in the form of a gain test based on students' pretest and posttest scores in large-scale trials.

Results and Discussion

Potential and Problems

Based on the pre-research results, several problems were found, such as existing teaching aids and media that were starting to become damaged, limited learning resources for students, and minimal development of learning media, especially those based on technology. These limitations in the development of learning media have an impact on students' lack of interest in learning, especially in subjects such as IPAS, because students have to memorize and understand in depth the material provided using monotonous learning methods from teachers with lectures. This makes students less interested, bored, and have difficulty understanding the material provided. Apart from that, it can be seen that the learning outcomes data for IPAS lesson content is still low and does not meet the minimum criteria for achievement of learning objectives (KKTP). The KKTP value set is 70, but of the 25 students, only 9 students (36%) have completed the KKTP, while the remaining 16 students (64%) have not completed the KKTP.

Initial Data Collection

Data collection was carried out by researchers using a questionnaire regarding teachers' and students' needs for the desired learning tools. Based on the results of data collection, learning resources such as teaching aids, media, and reference books are minimal, and many have been damaged. This lack of varied learning resources causes students to be less enthusiastic about participating in learning and makes it difficult for students to understand the material presented. Apart from that, the use of technology-based media is still very limited, which has an impact on students' lack of interest in learning, especially subjects such as IPAS, because students have to memorize and understand in depth the material provided using monotonous learning methods from teachers with lectures. This makes students less interested and bored, and they have difficulty understanding the material provided. Therefore, teachers need additional learning media to increase students' knowledge about interaction material in the ecosystem. It is necessary to develop interactive learning media so that it is interesting by selecting designs, images, animations, and video inserts to increase students' interest in learning.

Teachers need interactive media that can be used by utilizing tablets available at school, namely Android-based interactive media. The media is adapted to the student's abilities and language and is equipped with videos and images to increase understanding of the material presented. Learning media is created interactively so that students play an active role in learning and are more motivated to learn. Students also agree and are happy when using Android-based interactive media, which can contain interactive material, quizzes, and evaluation questions.

Product Design

The interactive media design is tailored to the learning outcomes (CP) and learning objectives (TP) to be achieved. Interactive media is developed with an attractive design consisting of writing, audio, video, images, and animation that suit the characteristics of students. Interactive media design was created on Canva. Then, interactive media is created using Articulate Storyline software to edit it into an application that can be used on Android by adding text, audio, video, images, and animation. Apart from that, it is also equipped with an interactive quiz. The evaluation questions are also made interactive with two types of questions, namely multiple-choice questions and drag-and-drop questions. The final result of this media is an application that can be used on Android, both smartphones and tablets, so it does not require an internet network to operate. Android-based interactive media consists of the following parts.



Figure 2. Cover



Figure 3. Login



Figure 4. Instructions use



Figure 5. Introduction characters



Figure 6. Instructions use



Figure 7. Profil developer



Figure 8. CP and TP



Figure 9. Main menu



Figure 10. Material map



Figure 11. Sparking questions



Figure 12. Material description



Figure 13. Video



Figure 14. Quiz



Figure 15. Evaluation questions multiple-choice



Figure 16. Evaluation questions drag and drop

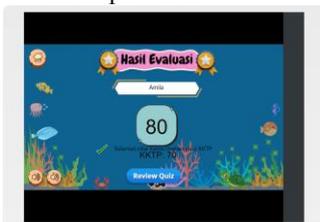


Figure 17. Evaluation results

The product design steps carried out by researchers include preparing materials, format, and layout for customized designs. The second step is the creation of a developed product design. The final step is the application of creating interactive media with articulate storyline software so that it can become an application.

Feasibility of Android-Based Interactive Media Product Design Validation

At this stage, the researcher validated the product with competent media expert validators, namely lecturers in learning media subjects in the elementary school teacher education study program, and material experts, namely lecturers in IPAS subjects in the elementary school teacher education study program, to test the feasibility of the product developed by the researcher. After being assessed by an expert validator, there will be input regarding the product being developed so that researchers can revise the product being developed.

Table 1. Android Based Interactive Media Expert Validator Assessment Results

Aspect Feasibility	Validation Index (%)	Information
Media Expert	91.30	Very worth it
Materials Expert	91.20	Very worth it

Table 1 above shows that the validation provided by media expert validators was 91.3% in the very appropriate category, and material validation by material experts was 91.2%. The average validation value obtained was 91.25%. So, it is categorized as valid because it obtained a value. above 70% is included in the feasible criteria (Arikunto, 2018). Android-based interactive media is declared valid in its entirety of content or material, appearance or media, and language

and is ready to be tested. This is in line with the results of research by Jubaerudin (2021) and Rahayu (2023), which obtained a score of more than 70%, so that it is feasible and can be used as additional alternative teaching material in the IPAS learning process in elementary schools.

Design Revision

Researchers revised the design according to suggestions provided by media and materials experts. The advice given by media experts is to change the title letters on the cover to all capital letters. Suggestions given by material expert validators include adding slides to make them more interactive and equalizing the characters displayed.



Figure 18. Cover before revision



Figure 19. Cover after revision



Figure 20. Figure before revision



Figure 21. Figure after revision



Figure 20. Addition character introduction slide



Figure 21. Addition connecting slide

Practicality of Android Based Interactive Media (Product Trial)



Figure 22. Small-scale trial

In the small-scale trial, there were 12 class VI students with heterogeneous selection based on the level of student ability, namely 4 students with low scores, 4 students with medium scores, and 4 students with high scores. After students carry out learning, students and teachers are given an answer sheet containing 15 questions on the Guttman scale, which must be filled in based on experience using the product that has been developed. The questionnaire has assessment criteria: (1) assessment with very positive criteria if the value is 76%–100%; (2) positive criteria if the value is 51%–75%; (3) negative criteria if the value is 26%–50%; and (4) very negative criteria if the value is 0%–25%. The calculation to measure the percentage of teacher response questionnaire answers is as equation 1.

$$NP = x \times 100\% \tag{1}$$

In testing the practicality of Android-based interactive media, teacher and student response questionnaires were distributed, which had three technical qualities: appearance, presentation of material content, and language. These 3 aspects are then described in 6 indicators: media display, instructions for use, presentation of material, presentation of practice questions, use of language in the media, as well as display of images, text, and colors.

Table 2. Results of Teacher and Student Responses to Small-Scale Android-Based Interactive Media

Respondent	Evaluation (%)	Information
Teacher	100	Very practical
Learners	100	Very practical

Table 2 shows that the response of teachers and students to Android-based interactive media has a very positive value because they obtained a score above 85%. So, it can be concluded that Android-based interactive media is practically used in learning activities. Android-based interactive media is stated to be very positive and practical based on 15 questions on the Guttman scale. Because all questions received a score of 1, there was no product revision in the small-scale trial.

Table 3. Results of Teacher and Student Responses to Large-Scale Android-Based Interactive Media

Respondent	Evaluation (%)	Information
Teacher	100	Very practical
Learners	94	Very practical

Table 3 shows that the responses of teachers and students to Android-based interactive media had very positive results because they obtained scores above 85%. Based on 15 questions on the Guttman scale, almost all of them got a score of 1, which shows that Android-

based interactive media received a very positive and practical response. This is from research that has been conducted, which explains that the teacher and student response questionnaire to the Android-based interactive media that was developed obtained a score above 85%, thus showing a very positive value, which means that Android-based interactive media is practically used in learning activities (Lestarani et al., 2023; Rahayu et al., 2023).

Effectiveness of Trial Use of Android-Based Interactive Media Products



Figure 22. Large-scale trial

A large-scale trial using Android-based interactive media in IPAS learning subjects and interaction material in the ecosystem was conducted to determine the effectiveness of the product based on student learning outcomes. The design used is a pre-experimental design with a one-group pretest-posttest design model, namely a pretest before treatment is given and a posttest after the research.

Table 4. Pretest and Posttest Results of Students on Small-Scale Product Use Trial

Test Type	Average	Average difference
Pretest	53.83	31.75
Posttest	85.58	

Table 5. Pretest and Posttest Results of Students on Large-Scale Product Use Trial

Test Type	Average	Average difference
Pretest	63.25	19.67
Posttest	82.92	

Based on Table 4, it is known that the average student learning outcomes show an increase of 31.75 in small-scale product trials. Meanwhile, in large-scale trials, there was an increase of 19.67. The data in the table shows that there are differences in student learning outcomes in IPAS subject material on interactions in ecosystems in class V of SD N Kemiri Lor before and after using Android-based interactive media. It can be seen that there is an increase in the average learning outcomes of students after using interactive media based on Android. To find out the criteria for increasing the average pretest and posttest, N-gain analysis was carried out by comparing the difference between SMI and pretest.

The effectiveness test was continued with a normality test and then tested using the t-test and N-gain test.

Table 6. Normality Test in Small Groups

Type test	Score	Criteria
Small scale test	0.162	normal

Table 7. Normality Test in Large Groups

Type test	Score	Criteria
Large scale test	0.054	normal

Analysis of normality test results using the Komlogorov-Smirnov type with 12 respondents on a small scale and 21 on a large scale. Data is said to have a normal distribution if Sig. > 0.05. Based on the large-scale normality test, the normality test results obtained on a small scale in table 6 are 0.162. While on a large scale in table 7, they are 0.054, indicating that the learning outcome data is normally distributed.

After carrying out the normality test, a homogeneity test was carried out using the T-test. The results of the t-test, both small and large scale, obtained a sig value of 0.00 < 0.05, which means that there is a significant difference between learning outcomes before and after being given treatment.

Table 8. Small Scale N-gain Test Results

Average Difference	N-gain	Criteria
31.75	0.73	tall

Table 9. Large Scale N-gain Test Results

Average Difference	N-gain	Criteria
19.67	0.59	currently

Based on Tables 8 and 9, it is known that the difference between the average pretest and posttest scores is 19.67 in large-scale trials. This shows that the grades of class V students at SD N Kemiri Lor have increased by 0.59, which is included in the medium criteria. This increase shows that the use of Android-based interactive media in IPAS and technology subjects and interaction material in the ecosystem has succeeded in improving student learning outcomes. This is in line with research that has been conducted that shows that Android-based interactive media with the help of articulate storyline software can motivate and improve the learning outcomes of students with N-gain in the medium category (Septiani et al., 2021). Meanwhile, research conducted by Heliawati (2022) shows that N-gain is in the high category. Based on this, it can be concluded that Android-based interactive media is suitable and effective for use in learning because it can improve student learning outcomes.

Conclusion

Based on the results of the research that has been carried out, it can be concluded that Android-based interactive media can motivate and improve student learning outcomes in IPAS subjects, including material on interactions in ecosystems. This is proven by the results of product validation assessments by experts, with product assessment results obtained on average of 91.25%. Based on the pretest and posttest results, it is known that Android-based interactive media is effective in improving student learning outcomes as seen from the effectiveness of the t-test and N-gain tests. The t-test shows that Sig. < 0.05, meaning there is a significant difference between learning outcomes before and after treatment. The N-gain test shows scores increased by 19.67 with an N-gain of 0.73, which is classified as high criteria. Meanwhile, on a small scale and 31.75 with an N-gain of 0.59, which is classified as medium criteria. Based on the results of the response questionnaire distributed, a very positive response was obtained from teachers and students. From these results, it can be concluded that Android-based interactive media is effective for improving the learning outcomes of IPAS as well as feasible and practical to use in the learning of fifth-grade elementary school students.

Acknowledgment

Thank you to your thesis supervisor, who has guided the research and writing process of this article to completion. Thank you to SD Negeri Kemiri Lor for helping and allowing the research process. Thank you to the University of Mataram for facilitating the creation of this article and to the editors who have reviewed and studied this article. Thank you to yourself, your parents, siblings, and friends for your prayers and support.

Author Contributions

Amilatul Masrifah contributed to conducting research, developing products, analyzing data, and writing articles. Novi Setyasto is a supervisor for research activities and article writing.

Funding

This research is funded by the researcher's private funds and does not receive funding from external parties.

Conflict of interest

The author declares that he has no conflict of interest.

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