HYBRID LEARNING: ELECTRONIC MEDIA DEVELOPMENT IN INTEGRATED SOCIAL SCIENCE LEARNING

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ARTICLE INFO	ABSTRACT
	The Covid-19 pandemic has transformed classroom learning into hybrid learning. Hybrid learning forces teachers to use technology in their learning. To facilitate this learning, various media were developed, one of which was E-Media. his is done to make it easier for teachers to convey the content of the material so that it is easily understood by students. The purpose of this research is to produce e-media for Integrated Social Studies learning for junior high school students on ASEAN material that is valid and effective. This research method uses a Borg & Gall development model which is limited to six stages, namely; 1) research and data collection, 2) planning, 3) product development, 4) product validation, 5) product revision, and 6) product trials. This research instrument is in the form of media validation and respondent questionnaires. Based on the results of research on the development and discussion of the development of electronic learning media Articulate Storyline 3 on material on getting to know ASEAN countries, the Integrated Social Studies class VIII course is very interesting and very feasible to be used in hybrid learning.
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INTRODUCTION

The covid-19 pandemic has forced a change in learning. Face-to-face learning should be limited and replaced by hybrid learning. Hybrid learning can work optimally if there is supporting media. The Association for Education and Communication Technology (AECT), defines the word media as any form and channel used for the information process. The National Education Association (NEA) defines media as any object that can be manipulated, seen, heard, read or talked about along with the instruments used for the activity (Muhson, 2010). Media is generally used as a container for channeling something abstract or non-abstract. In media education, it is very important as an intermediary in transferring knowledge to students (Nahdiroh & Arisona, 2020).

Articulate Storyline 3 is a program that can support modern digital-based learning designers ranging from beginners to professionals systematically and easily. Articulate Storyline is an application program supported by smart brainware in a simple way with interactive tutorial procedures helping users format CDs, personal web and word processing, through template which is published both offline and online (Setyaningsih et al., 2020).

This application is very useful for creating interactive e-learning media as well as online learning. The dashboard view at first glance is similar to PowerPoint, but offers more functionality and options for publishing as an HTML5 web page. Articulate Storyline can be used to generate simulations, quizzes, drag-and-drop interactions, screen recordings, and many other e-learning objects that users can interact with.

Articulate Storyline 3 is used to create e-learning media that requires many interactive features. With this convenient feature, the Articulate Storyline application is able to create a responsive media player dynamically and can adapt to tablet and smartphone screens, also providing an optimal display for the material on learning. The app supports touch screen gestures, and can hide the sidebar menu if used through the web chrome browser, and provides mobile-friendly playback control.

Various features that are almost in this application are given with several advantages so that it can produce a more comprehensive and creative presentation. This software also has features such as timeline, movie, picture, character. Articulate Storyline 3 in the needs of the field of education is suitable for use as a learning medium that is able to compete with adobe flash media. The difference from Adobe Flash, which is the media that is most often used as an interactive learning medium today, is that Articulate Storyline does not require programming languages or scripts in the process of making it. All animation commands can be done with the "trigger" menu so that it can make it easier for teachers to create an interactive learning media. The Articulate Storyline program has several advantages, namely simple smart brainware. The program also makes it easier for users to publish online or offline so that it can be formatted in the form of CD, word processing, personal pages and LMS (Yahya et al., 2014).

Articulate Storyline is one of the multimedia authoring tools used to create interactive learning media with content in the form of a combination of images, text, sound, graphics, video, and animation (Amiroh, 2014). Then the results of the export of Articulate Storyline development are in the form of public media computer software applications, android and html 5 which are web-based and can be run on various devices such as tablets, laptops, and smartphones.

Articulate Storyline 3 has differences that can be considered updated than other learning media because it can be used to create interactive presentation media and has almost the same features as Microsoft Power Point, Articulate Storyline has several advantages so that it can produce a more comprehensive and creative presentation. This software also has features such as timeline, movie, picture, character so it is very suitable to be used as an alternative learning media that can encourage students to think structured and independent in learning but still in accordance with basic competencies, indicators of

competency achievement, and learning objectives. Some previous research results also stated that Articulate Storyline has valid, practical and effective test results for interactive electronic learning media (Al Habib, 2020; bin Jusoh & Bin Zakaria, 2019; Pratama, 2018; Rohmah & Bukhori, 2020). In addition, learning media has a positive effect on social studies learning outcomes (Musfiroh & Arisona, 2023; Nyoman Jampel & Gde Wawan Sudatha, 2020; Putri & Nurafni, 2021)

The purpose of this research and development is to produce articulate Storyline 3 electronic learning media on material to get to know ASEAN countries that are interesting and suitable for use in learning Integrated Social Sciences in junior high school / MTs Class VIII students. The product specifications in this study include: 1) Articulate Storyline 3 learning media made for the theme of getting to know ASEAN countries in KD 3.1 for class VIII SMP / MTs curriculum 2013, 2) Articulate Storyline 3-based learning media products are digital learning media that use computers and the web, 3) Articulate Storyline 3 learning media is sought to be a learning media that can help students and make it easier to understand the subject matter, and 4) Articulate Storyline 3 learning media can be used for guided and independent student learning.

RESEARCH METHOD

This research is a type of research and development research. Development research produces a product and tests the effectiveness of using the product (Sugiyono, 2018). This product is in the form of Articulate Storyline 3 electronic learning media in KD 3.1 about getting to know ASEAN countries. The design of this media development uses a modified Borg and Gall research and development model whose stages can be seen in figure 1 as follows (Borg & Gall, 1983).
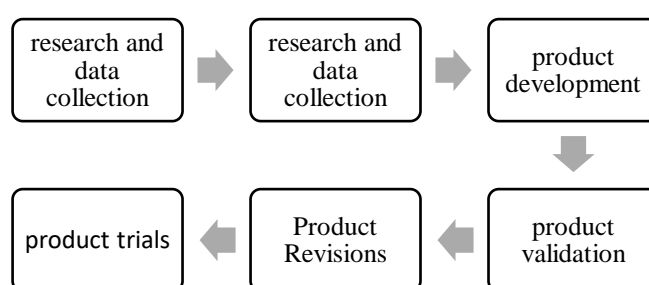

Figure 1. Stages of the Borg and Gall Research and Development Model in this study

The data collection technique in this study used questionnaires. The questionnaire is in the form of a list of expert validation cheklists about the validity of the material and the validity of the design of the Articulate Storyline 3 electronic learning media. The student response questionnaire was used to measure the level of eligibility and level of interest of the articulate Storyline 3 electronic learning media developed. The following is a table of assessment indicators from the material and media components of the Articulate Storyline 3 electronic learning media.

Table 1. Assessment Of Material Indicators

No	Aspects	Indicators	Material Assessment Descriptor
1.	Materials based on the curriculum.	1. Contains a description of the material corresponding to the KD and indicators. 2. Conformity of the material with KD and indicators.	1. Description of the material in the articulate Storyline 3 e-learning media. 2. The suitability of the material with the Articulate Storyline 3. electronic learning media. 3. Achievement of learning objectives with Articulate Storyline 3 e-learning media.
2.	Learning media contains knowledge, skills, values, attitudes, and learning methods.	1. Contains elements that help students in learning. 2. The presented material trains the skills of students.	1. Materials that help students in articulate Storyline 3 electronic learning media. 2. The presented material helps students in finding ideas and main ideas. 3. Stimulate students to be more active.
3.	The material is easily absorbed by students.	1. The media used supports and accelerates the achievement of learning objectives. 2. Make learning outcomes more meaningful to students' abilities. 3. Students do more learning activities not only hear descriptions from teachers.	1. Examples of supporting material in articulate Storyline 3 e-learning media. 2. Content in learning 3. Student activity

Table 2. Indicators Of The Media Assessment

No.	Aspects	Indicators	Material Assessment Descriptor
1.	Media used according to the needs of the teacher, the needs of students, and according to the material presented	1. Learning media can clarify the presentation of messages and information. 2. Streamlining and improving the process of learning outcomes. 3. Learning media generates learning motivation	1. Presentation of messages and information on articulate Storyline 3 electronic learning media. 2. Assist process learning with Articulate electronic learning media using Storyline 3. 3. In the articulate electronic learning media Storyline 3 contains examples that can motivate students to learn.
2.	Media used according to the needs of the teacher, the needs of students, and according to the material presented	1. Make the lessons more interesting. 2. Lessons become realistic/objective. 3. Eliminates verbalism that is only words.	1. Articulate Storyline 3 electronic learning media contains interesting material. 2. Using images in articulate storyline 3 e-learning media.
3.	The media is adapted to the goals, material, as well as the abilities of the learner's characteristics.	1. The use of media that is in accordance with the goals of the learner to be achieved. 2. Students can use the substrate according to their characteristics.	1. Articulate Storyline 3 contains learning objectives. 2. Articulate Storyline 3 electronic learning media can be clearly read by students.

The results of the questionnaire listed in the material validation sheet, media, attractiveness test, and feasibility test were analyzed using the following formula (Sugiyono, 2018):

$$P = \frac{f}{n} \; x \; 100\;\%$$

P = percentage number of questionnaire data
f = number of scores obtained
N = maximum number of scores

Then, the results can be grouped in the score interpretation criteria according to the likert scale so that conclusions will be obtained about the attractiveness and feasibility of the material and media. The criteria for interpretation of scores based on the likert scale are as follows:

Table 3. Assessment Criteria

Rating (%)	Criteria
81-100	Very Interesting/Very Worthy
61-80	Interesting/Worthy
41-60	Quite Interesting/Decent Enough
21-40	Unattractive/Unworthy
0-20	Very Unattractive/Very Unworthy

RESULTS AND DISCUSSION

This development research refers to the Borg & Gall research model which is limited to only small-scale product trials. The corresponding stages have been described in the research method, namely: 1) the data collection stage, 2) the product planning stage, 3) the product development stage, 4) the validation stage, 5) the revision stage, and 6) the trial stage. The description of the results and discussion of the six stages of development research can be explained as follows.

a. **Data Collection Stage**

The data collection stage begins with mapping the Core Competencies, Basic Competencies, Competency Achievement Indicators, and Learning Objectives to be achieved. After that, the researcher conducts material mapping in accordance with the indicators of competency achievement. The researchers determined that the material to be created in this medium was to get to know the ASEAN countries. This is done considering that the material to get to know ASEAN countries will be easier to understand if there is an interesting media equipped with supporting images. Furthermore, the researcher conducted a literature review related to the material that will be displayed in the Articulate Storyline 3 electronic learning media.

Product Planning Stage

At the planning stage of the Articulate Storyline 3 electronic learning media product on the material getting to know the ASEAN countries, it is carried out by media planning in accordance with the material and media validation instruments. This is done to produce media that meets the aspects of validation, so that the media is interesting and worthy of use in hybrid learning in integrated social science subjects.

b. Product Development Stage

At the stage of product development of articulate storyline 3 electronic learning media in the material getting to know ASEAN countries, it is carried out in several stages as follows.

1) Designing the Cover Display of Electronic Learning Media

The design of the cover of the Articulate Storyline 3 electronic learning media on the material getting to know ASEAN countries is made attractive so that students are enthusiastic in learning. The cover display contains the opening greeting, then welcome greetings in the learning media, input data for the student's name and student school origin, then enter the home screen with the menu in the learning media. The main menu on social studies learning media is located in the middle left side navigation after the user inputs the school name and origin data. The following is a picture of the cover of the Articulate Storyline 3 electronic learning media in the material getting to know ASEAN countries.

2) Designing the Main Menu of Electronic Learning Media

The design of the main menu of articulate storyline 3 electronic learning media in the material getting to know ASEAN countries is made concise and makes it easier for students. The main menu contains Competencies that contain basic and core competencies, Pretest, Apperception, Material to know ASEAN countries, Posttes, and References.

3) Material Visualization in Electronic Learning Media

Visualization of articulate storyline 3 electronic learning media material on the material getting to know ASEAN countries is equipped with images, moving animations, and videos so that students have a fun learning experience and are easy to understand the material.

4) Measurement of Student Learning Outcomes in Electronic Learning Media

Measurement of Student Learning Outcomes in Articulate Storyline 3 Electronic Learning Media on the material getting to know ASEAN countries using pretest and posttest questions. Pretest and posttest questions are given in the form of multiple-choice questions about the material getting to know ASEAN countries contained in the learning media. The value of the answering

results can be directly known by the students, so that students can measure their own abilities.

c. Validation Stage

Articulate Storyline 3 electronic learning media products on the material get to know ASEAN countries through the validation process of material and media experts. Expert validation of the material includes three aspects as stated in the research methodology. The material expert validator, namely Wahyu Ria Patriana, M.Pd, a lecturer at the Tadris of Social Sciences IAIN Ponorogo. Based on the results of material validation from three aspects of the assessment, it shows an average value of 86%, which means that the product is very feasible. The results of the percentage of expert validation of the material of each aspect are as follows.
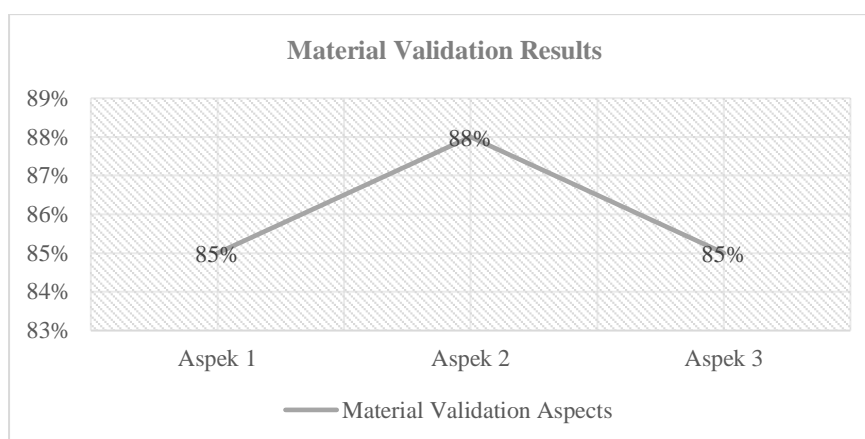

Figure 3. Material Validation Results

The validation of media experts aims to get criticism and suggestions related to the design of articulate storyline 3 electronic learning media on the material of getting to know ASEAN countries so as to produce products with attractive designs and according to student needs. The media expert validator, namely Galih Akbar Prabowo, M.A lecturer in Islamic Broadcasting Communication, Faculty of Adab and Da'wah Sciences, IAIN Ponorogo. Based on the material validation results from three aspects of the assessment, it shows an average value of 88%, which means that the product is very feasible. The results of the percentage of validation of media experts in each aspect can be seen in the following diagram.
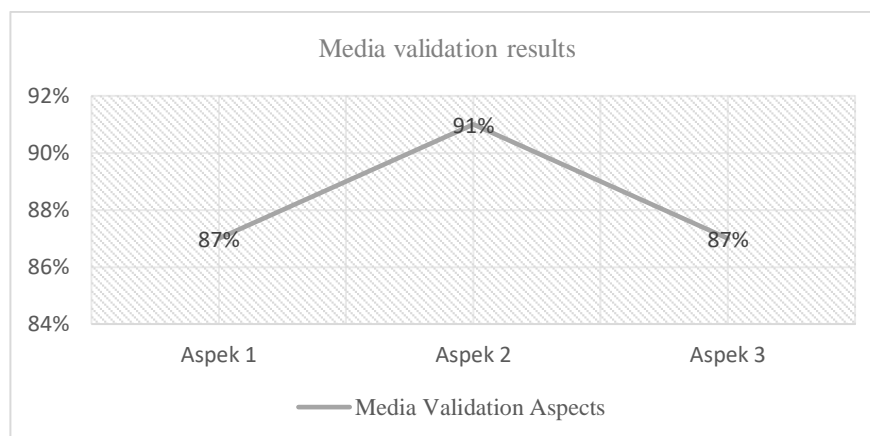
Figure 4. Media Validation Results

d. Revision Stage

After going through the validation stage by material and media expert validators, there are several suggestions and criticisms for the improvement of articulate storyline 3 electronic learning media on the material getting to know ASEAN countries. Here is an explanation of the fix.

1) Based on input from material experts
   a) In the apperception menu, voice overs and visualizations are not harmonious enough voice overs too quickly and tend to precede visualization.
   b) In apperception videos, at some points the background sound is too loud to make the voice over sound less clearly heard
2) Based on input from media experts
   a) On basic competencies are given learning objectives.
   b) Given contextual examples related to the current ASEAN issue
   c) The operational verb comprehension is replaced with another equivalent operational verb.

e. Product Trial Stage

The trial of articulate storyline 3 electronic learning media products on the material getting to know ASEAN countries was carried out to see the attractiveness and feasibility of the products at MTs An-Najihah. The attractiveness test uses a questionnaire given to students. Meanwhile, the product feasibility test uses a questionnaire given to MTs An Najihah Teacher.

The results of the product attractiveness test were carried out to see the student's response to the resulting product, namely the Articulate Storyline 3 electronic learning media on the material getting to know ASEAN countries. The results showed that the percentage of the attractiveness value was 80.87%, which means that the Articulate Storyline 3 electronic learning media on the material getting to know these ASEAN countries is in the very interesting category. This shows that students are very interested and enthusiastic about using this media in learning.

The results of the product feasibility test were carried out to see the response

of integrated social studies teachers to the product being developed. The feasibility test aims to make this product can be used by teachers in their learning. The feasibility test results of the Articulate Storyline 3 electronic learning media product on the material getting to know ASEAN countries by 81%, meaning that this product is very suitable for use in learning integrated social knowledge during the Covid-19 pandemic. In addition, learning using this product supports hybrid learning for teachers.

CONCLUSION

Based on the results of development research and discussions on the development of articulate Storyline 3 electronic learning media on the material of getting to know ASEAN countries, the subject of Integrated Social Studies class VIII is very interesting and very worthy of use in hybrid learning. Suggestions for subsequent researchers to be able to improve product quality and material variations so as to further sharpen science in the field of Social Sciences.

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