

Development of the “BeGood Squad” Articulate Storyline-Based Website to Improve the Moral Character of Fifth-Grade Elementary School Students

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Abstract: *This study aims to develop a learning media in the form of a website based on Articulate Storyline entitled “BeGood Squad” to improve the moral character of fifth-grade elementary school students. The research employed a Research and Development (R&D) method using the ADDIE development model, which consists of the stages of analysis, design, development, implementation, and evaluation. The research subjects were 24 fifth-grade students of SDN Talun. Data collection instruments included tests (pretest and post-test), student response questionnaires, and validation sheets from media and subject-matter experts. The validation results indicated that the developed media was highly feasible for use, with a feasibility percentage of 98.33% from the media expert and 97.36% from the subject-matter expert. Student responses to the learning media were categorized as very practical, with a percentage of 91.47%. In addition, the test results showed an increase in the students’ average scores from 99.58 in the pretest to 99.79 in the post-test. Although the improvement was not significant, the results indicate that the “BeGood Squad” website helps students better understand moral education material. Therefore, this website-based learning media is considered feasible and practical and can be used as an alternative learning medium in Islamic Religious Education to enhance students’ understanding and practice of moral values at the elementary school level.*
Keywords: *Articulate Storyline, Learning Media, Moral Character.*

Abstrak: Penelitian ini bertujuan untuk mengembangkan media pembelajaran berupa website berbasis *Articulate Storyline* “BeGood Squad” guna meningkatkan akhlak siswa kelas V Sekolah Dasar. Penelitian menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE yang meliputi tahap analisis, perancangan, pengembangan, implementasi, dan evaluasi. Subjek penelitian adalah 24 siswa kelas V SDN Talun. Instrumen pengumpulan data meliputi tes (pretest dan post-test), angket respon siswa, serta lembar validasi ahli media dan ahli materi sebesar 97,36%. Respon siswa terhadap media pembelajaran berada pada kategori sangat praktis dengan persentase sebesar 91,47%. Selain itu, hasil tes menunjukkan adanya peningkatan nilai rata-rata siswa dari 99,58 pada pretest menjadi 99,79 pada post-test. Meskipun peningkatannya tidak

signifikan, hasil tersebut menunjukkan bahwa website "BeGood Squad" mampu membantu siswa dalam memahami materi akhlak. Dengan demikian, media pembelajaran berbasis website ini dinilai layak, praktis, dan dapat digunakan sebagai alternatif media pembelajaran Pendidikan Agama Islam untuk meningkatkan pemahaman dan pengamalan akhlak siswa sekolah dasar.

Kata kunci: Articulate Storyline, Media Pembelajaran, Akhlak.

Introduction

Islamic education in Indonesia reflects a dynamic historical journey marked by developments that have evolved in response to the changing times and complex shifts at the social, political, and cultural levels.¹ In the context of the Indonesian nation, the goal of national education is not only focused on intellectual achievement but also on fostering individuals of noble character. This is also in line with Law No. 20 of 2003 on the National Education System, Article 3, which states that education aims to develop the potential of students so that they become individuals who have faith in and are devout toward the One and Only God, possess noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens.

Teaching moral and ethical values to elementary school-aged children requires an engaging approach, such as the "learning through play" method. This is because elementary school-aged children have a strong inclination toward play, so educators must be able to present religious material through enjoyable media in order to increase students' motivation to learn.² Islamic Religious Education needs to undergo a digital transformation in order to remain relevant in the face of changing times and to be able to meet the challenges of modernity.³

One effective technological tool is Articulate Storyline. Articulate Storyline is software that integrates text, graphics, video, animation, and audio to create visually and aurally engaging presentations.⁴ *Articulate Storyline* is very similar to Microsoft PowerPoint, but what sets it apart is that

¹ Achmad Sudaryo, "Dinamika Pendidikan Islam Di Indonesia," *INTERDISIPLIN: Journal of Qualitative and Quantitative Research* 1, no. 1 (2023): 1-9.

² Olisna *et al.*, "Pengembangan Game Interaktif Wordwall Untuk Meningkatkan Akhlak Terpuji Siswa Sekolah Dasar," *Jurnal Basicedu* 6, no. 3 (2022): 4133.

³ A. Zahrah *et al.*, "Inovasi Pembelajaran PAI Berbasis Teknologi Informasi: Transformasi Digital Dalam Pendidikan Islam," *INTERDISIPLIN: Journal of Qualitative and Quantitative Research* 1, no. 1 (n.d.): 10-19.

⁴ A. Gymnastiar *et al.*, "Pengembangan Media Articulate Storyline untuk Pembentukan Akhlak Terpuji Siswa Kelas VI SD," *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan* 16, no. 4 (Juli-Agustus 2022): 1241-1248.

it's easier for educators to use to create interactive learning materials that can be turned into websites or apps.

Akhlak refers to human behavior, whether it is performed intentionally or spontaneously, driven by one's inner nature. The word akhlak originates from Arabic and has been adopted into Indonesian; in Arabic, the word "akhlak" is the plural form of khuluqun, which carries the following meanings: (1) Tabi'at, which refers to traits that have formed within a person involuntarily (without will) or without effort. (2) Custom, which refers to traits within a person that are cultivated through practice—that is, based on one's own will. (3) Character, the scope of which encompasses both innate traits and those cultivated through practice, thereby becoming established customs. Similarly, with regard to akhlak, most people do not consider it an important factor in their daily lives, even though, upon closer inspection, many educated people lack good akhlak, which negatively affects their surroundings.

The challenge for educators in the digital age is to create learning materials that can compete with entertainment content on smartphones. Animated or interactive materials can be a solution for making learning enjoyable and helping to shape students' Islamic character.⁵ Through this study, the researchers hope that students will be able to practice virtuous character—whether toward Allah, their peers, non-Muslims, or others. Flexible learning materials that can be accessed anywhere can serve as a foundation for students to become high-achieving students who are faithful, God-fearing, and possess virtuous character.

Method

This study employs a Research and Development (R&D) methodology aimed at developing and testing the effectiveness of a specific product.⁶ In this study, this method was used to develop an educational website. The development model used was the ADDIE model. The ADDIE model is a development model consisting of five stages: analysis, design, development, implementation, and evaluation.⁷ This model is used because it involves

⁵ Ani Nur Aeni *et al.*, "Pemanfaatan Media Animasi Berbasis Aplikasi Renderforest Dalam Membentuk Kepribadian Islami Bagi Siswa Sekolah Dasar Kelas 4," *Jurnal Pendidikan Dan Teknologi Indonesia* 2, no. 6 (2022): 279–87.

⁶ Ade Rahayu, "Metode Penelitian Dan Pengembangan (R&D): Pengertian, Jenis Dan Tahapan," *DIAJAR: Jurnal Pendidikan Dan Pembelajaran* 4, no. 3 (2025): 462.

⁷ Zamsiswaya, Syawaluddin, dan Syahrizul, "Pengembangan Model ADDIE (Analisis, Design, Development, Implementation, Evaluation)," *Jurnal Pendidikan Tambusai* 8, no. 3 (2024): 46363–46369.

systematic steps, which facilitate the process of developing and testing instructional materials.

The product trial was conducted with 24 fifth-grade students at SDN Talun. The parties involved in this study were students, subject matter experts, and media experts. The selection of subject matter experts was based on the following criteria: (1) holding at least a bachelor's degree in Islamic Religious Education or a relevant field, (2) having at least two years of experience teaching Islamic Religious Education at the elementary school level, and (3) understanding the current Islamic Religious Education curriculum. In this study, the Islamic Religious Education teacher at SDN Talun was selected as the subject matter expert because she met all of these criteria. The selection of media experts was based on the following criteria: (1) having knowledge and experience in the field of educational technology or instructional media development, (2) being able to evaluate the technical aspects, appearance, and ease of use of digital media, and (3) having experience in the learning process at the elementary school level. Homeroom teachers were selected as media experts because they have direct experience using digital instructional media in the classroom. Data collection was conducted through tests, questionnaires, and expert validation. Pretests and post-tests were administered to the students. The pretest was administered to assess the students' initial abilities before using the learning website, while the post-test was administered to assess their learning outcomes after using the website; a questionnaire was also administered to gauge the students' responses to the learning website. In addition, expert validation was conducted to assess the suitability of the developed product. Data analysis was performed using the following techniques. First, the pretest and post-test data were analyzed using mean calculations to measure the improvement in students' understanding before and after using the learning medium. The effectiveness of the medium was measured based on the difference in mean scores between the pretest and post-test. Second, the student response survey data were analyzed using the percentage technique with the formula: $P = (\text{score obtained} / \text{maximum score}) \times 100\%$, and then interpreted based on a Likert scale to determine the media's practicality level. Third, expert validation data was analyzed using a feasibility percentage calculation to determine the product's feasibility category, with the following criteria: 81–100% (highly feasible), 61–80% (feasible), 41–60% (moderately feasible), 21–40% (less feasible), and 0–20% (not feasible).

Analysis: At this stage—the stage where the activity focuses on gaining an in-depth understanding of the problems and needs that form the background for the researcher's product development—the researcher determines the objectives of the product development. These objectives will

serve as the primary reference to ensure that the developed process remains closely aligned with the problems the researcher has identified. Second, the researcher analyzes the work or tasks currently being performed specifically, identifying which activities the product will eventually assist with or replace. Third, a needs analysis is conducted, where “needs” here encompass both technical and non-technical requirements, such as software, hardware, supporting materials, and the users’ ability to utilize them. Fourth, there is one aspect that cannot be overlooked: understanding user characteristics. At this stage, researchers need to know the users’ backgrounds, ages, learning styles, technological proficiency, and habits. With this understanding, the resulting product will be better suited to users and, of course, more readily accepted by them.

Design: This stage involves classifying the visual elements and organizing the content presented in the program. The content is arranged systematically, aligned with learning outcomes, and accompanied by learning objectives. Additionally, during this design phase, the user interface of the product is also designed. This design includes the selection of colors, layout, fonts, illustrations, and the navigation that users will eventually use. The goal of this design is to create a learning experience that is both comfortable and visually appealing. For example, the researcher has developed the following interface.



Figure 1. Appearance Splash Screen

Figure 1 shows the initial screen of this learning resource, which is a splash screen designed to capture students’ interest before they access the learning material. The title of the learning media, the subject matter, and the Islamic-themed visuals have been selected in accordance with the characteristics of Islamic Religious Education. Simple yet attractive colors, images of prominent figures, and other visual elements create a fun and interactive way for students to access the learning media. Students can also click the “Start” button to enter the main menu of the learning media.



Figure 2. Appearance Home

Figure 2 shows the home screen or main menu of the developed learning resource. The home screen consists of six main menu items: user guide, learning outcomes, developer profile, materials, instructional videos, and practice questions. Each menu item is designed to serve a different purpose in helping students access all the features available in the learning resource.

This interactive learning tool provides access to an instructional menu that explains how to use and operate the product. An additional menu, titled “Learning Outcomes,” outlines the objectives and competencies that students will have achieved after using this interactive learning tool. The “Content” menu provides brief and engaging descriptions of the learning material, and the “Learning Videos” menu contains videos to help students understand the subject matter. The “Practice Questions” menu is available to assess students’ knowledge after they have studied the material, while the “Developer Profile” menu provides information about the developer of the learning tool.

This main screen, or home screen, is designed to make it easy for users (in this case, students) to operate the learning media on their own with optimal efficiency and convenience.

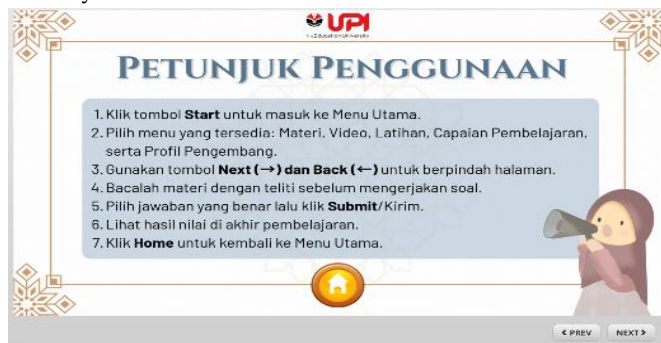


Figure 3. Appearance Instructions for Use

Figure 3 shows the User Guide screen in the developed learning resource. This page serves as a User Guide provided to users of the learning

resource so that they have the information necessary to successfully use the resource in accordance with its objectives.

Some of the instructions for using this interface are explained here. These instructions include how to access the main menu, how to select options from the available menu, how to use the “Next” and “Back” buttons for navigation, and how to complete practice questions. In addition, users will be notified of their scores after completing a lesson and shown how to return to the main menu upon completion.

The User Guide is presented in an easy-to-understand, clear, and logical format, enabling students to operate the learning media independently. Students will also develop greater interest in and comfort with the learning media thanks to its visual presentation and additional supporting illustrations.



Figure 4. Appearance Material Submenu

Figure 4 shows the “Additional Materials” submenu in the developed learning media. The “Additional Materials” page of the completed learning product is shown in Figure 4, which includes three main topics that can be studied: Morality Toward Allah SWT, Morality Toward Friends, and Morality Toward Non-Muslims. Each of these submenus is designed to allow students to easily select the material they wish to study.

The learning media provides content that has been organized and linked to predetermined learning outcomes for the Islamic Education subject area. The content is clearly explained using everyday language and terminology so that students can more easily understand the meaning of the material being taught. As part of the material, selected verses from the Quran are included, which feature an audio version when clicked. Engaging visuals, such as characters and other visual aids, have been incorporated to enhance the students’ learning experience. Students will be able to access their learning materials more directly through the various submenus under this heading.



Figure 5. Appearance Educational Videos

Figure 5 shows the instructional video interface in the developed media. This menu contains instructional videos that explain the material and provide examples of how to apply moral values in daily life. The interactive nature of the submenus provides an excellent opportunity for students to learn and enjoy the learning process. Example of an Instructional Video (in the completed media) The completed media includes videos related to the lessons. Students can watch videos that help them understand lesson concepts while observing the application of moral character traits in their daily lives. These videos will use a combination of video footage and audio to provide the clearest possible understanding of the material being taught.

Through these instructional videos, students can see real-life examples of how to apply moral conduct toward Allah SWT, toward friends, and toward others in their daily lives.



Figure 6. Appearance Practice Questions

Figure 6 shows the practice questions that website users will complete by scanning the QR code shown here. These practice questions are used to assess the extent of the users’ understanding of the material they have studied.

Development: This stage involves the actual production of the product based on the designed specifications. In this study, the product developed is

an engaging educational website. During this stage, validation is also conducted by subject matter experts and media experts to assess the product's suitability. This validation aims to evaluate the product's suitability before it is tested on actual users. The researchers conducted two types of validation: validation by subject matter experts, in which the experts verified the accuracy of the educational content incorporated into the product, and validation by media experts, in which the experts assessed the technical aspects, visual design, and ease of use of the product. If any deficiencies were identified, the product was revised until it was deemed acceptable and ready for testing.

Implementation: At this stage, the developed product is tested with students in an actual learning setting. The purpose of this stage is to determine the product's effectiveness and students' responses to its use. The responses referred to here include aspects such as ease of use, interest, learning motivation, and any technical difficulties experienced by students. Essentially, the data collected during this stage serves as invaluable input for future improvements.

Evaluation: Unlike expert-reviewed validation, the purpose of this evaluation is to cover all activities related to the product development process from start to finish, as well as its results; thereby providing an overall Figure of how well a product has been developed; in addition, this evaluation will provide an objective identification of each product's strengths and weaknesses. Once strengths are identified, they can be further enhanced, while weaknesses can be documented and addressed through the evaluation process.

Results and Discussion

This study produced a learning media in the form of a website called "BeGood Squad," developed using Articulate Storyline software. The development of this media was carried out by applying the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. Using this model ensures that the media created is not only visually appealing but also has a strong pedagogical foundation to improve the character of fifth-grade elementary school students.

Analysis: At the beginning of the project, the researchers conducted a needs assessment of the delivery of moral education in primary schools and found that new digital innovations need to be implemented to provide educational materials that meet the learning needs of current students. Many educators believe that as we enter this digital age, it will be crucial for them to use new learning mediums to give students the opportunity to learn about

Islam in a competitive way with the entertainment they find on their smartphone devices. Based on observations, elementary school fifth-graders have a high tendency for self-exploration, so interactive websites were chosen as the right solution.

Design: The design includes creating storyboards and selecting visual assets. The "BeGood Squad" website is designed with easy navigation and concrete visual representation in mind to help students understand abstract moral values more easily.

Development: In this phase, we will take the design through the production stage using Articulate Storyline, which turns the design into a finished product. Once the product is complete, it will undergo a validation process carried out by experts in the relevant field to verify that the media has been validated before entering the trial phase. The media experts and relevant field experts who validate the feasibility of the media give a very high level of validation for the product, as shown in the following table.

Table 1. Media Expert Validation Results

No	Validator	Score earned	Maximum score	Percentage	Criteria
1.	Media expert	59	60	98,33%	Very worthy

The researchers developed their interactive media to be used in this study as a way to provide better engagement, interactivity, and content understanding for elementary school students through the use of the Articulate Storyline app, which was used to create the media. The media was made in an interactive website format, making it easy for students to access from anywhere and anytime using a laptop or internet-connected phone. This type of interactive website media was chosen to ensure that students could participate in a learning experience that not only happens in class but also encourages independent learning activities after school.

The validation score of media experts of 98.33% with the Very Feasible category shows that the "BeGood Squad" website has met the quality standards of learning media in terms of appearance, ease of navigation, and interactivity. This result is in line with Dale's theory (Cone of Experience) which states that learning media that combines visual, audio, and interactive elements is able to significantly increase student learning retention compared to conventional methods In the context of Islamic Religious Education media development research, This finding also strengthens the research results of previous studies⁸ who developed the Articulate Storyline media for the

⁸ A. Gymnastiar *et al.*, "Pengembangan Media Articulate Storyline untuk Pembentukan Akhlak Terpuji Siswa Kelas VI SD," *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan* 16, no. 4 (Juli-Agustus 2022): 1241-1248.

morals of grade VI elementary school students and received a very decent assessment from media experts, as well as study⁹ in Canva-based E-KOSI media which also received a very decent category. The consistency of the validation results in these studies confirms that interactive digital learning media that pays attention to aesthetic aspects, ease of use, and user involvement theoretically and empirically has proven to be feasible to be applied in PAI learning in elementary schools. The claim that this media can increase students' interest and understanding is not solely assumptuous, but is supported by the data of this research itself. The results of the student response questionnaire showed a percentage of 91.47% in the very practical category, with the aspects of application display and ease of use each obtaining 91.67%. This data directly confirms that students feel interested and comfortable using media, which is an important prerequisite for increased understanding. In addition, although the increase in the pre-test to post-test average score (99.58 to 99.79) was relatively small due to indigo which is an important prerequisite for an increase in understanding. In addition, although the increase in average scores from the pretest to the post-test (99.58 to 99.79) is relatively small because the students' initial scores were already very high, this actually shows that the media successfully maintained and slightly improved students' mastery of the material that was already at a high level.

This finding is in line with previous research¹⁰ which concludes that digital-based interactive media is effective in creating a fun learning experience while supporting the formation of Islamic character of elementary school students. During the development process, the researchers designed the media with the needs and characteristics of 5th grade elementary school students in mind. The media is designed using eye-catching colors and images, simple animations, videos for learning purposes, and interactive quizzes to help increase student activities/engagement in learning. The way the menu is structured on the website allows students to navigate the material on their own. Completing a basic evaluation activity helps measure how well students understand the material after studying. Validation activities are carried out by researchers to validate the suitability of the media for learning purposes before using it with students. Validation was carried out by Talun teachers who acted as media experts. Validators evaluate many components

⁹ Ani Nur Aeni *et al.*, "Pengembangan Media E-Kosi (Elektronik Komik Toleransi) tentang Dakwah Toleransi Antar Umat Beragama Berbasis Canva pada Pembelajaran PAI Kelas 4 SD," *Attadib: Journal of Elementary Education* 8, no. 3 (Desember 2024).

¹⁰ Ani Nur Aeni *et al.*, "Pemanfaatan Media Animasi Berbasis Aplikasi Renderforest Dalam Membentuk Kepribadian Islami Bagi Siswa Sekolah Dasar Kelas 4," *Jurnal Pendidikan dan Teknologi Indonesia (JPTI)* 2, no. 6 (Juni 2022): 279–287.

including: 1) How good the design looks, 2) how easy it is to navigate the media, 3) how effective the images & animations are, 4) whether the text is easy to read, and 5) the level of interactivity of the media. Material validators give feedback to help improve the media by adjusting it to meet the needs of elementary school students.

Table 2. Results of Material Expert Validation

No	Validator	Score obtained	Maximum score	Percentage	Criteria
1.	Subject matter expert	74	76	97,36%	Very Fitting

The researchers created this interactive website using the theme of Morals for the fifth-grade Islamic Religious Education curriculum. The reason they chose this theme is that it greatly influences how children think about who they are and how they act toward each other in daily life. The site covers three basic categories that students can learn: morals related to God (like being grateful to Him, praying regularly, following His commands); morals related to friends (like respecting each other, helping each other, and building good relationships with others); and morals related to non-Muslims (like understanding the importance of tolerance among different religions, treating them with dignity regardless of their beliefs, and living peacefully together as part of one community).

The interactive media we created is written in simple, easy-to-read language for elementary school students. The researcher not only explains how to complete the material but also includes images, instructional video clips, lesson descriptions drawn from morality, and examples of Quranic verses for each moral lesson. For all moral lessons, interactive practice exercises are designed to keep students engaged in completing the material while also preventing boredom. It is hoped that students will have a better understanding of moral values and be able to apply them in daily life due to the engaging way the material is presented. An expert in Islamic Religious Education for 5th-grade students (at SDN Talun) conducted the material validation activities for this study.

Maximum Score Percentage 97.36% Very Suitable, the material validator assessed the appropriateness of the material with the content, language use, conceptual accuracy, and characteristics of fifth-grade elementary school students. They also suggested adding extra lessons to the material to make it more interesting, easier to understand, and to encourage the learning process in an elementary school context. The material validation

result of 97.36% is in line with previous research¹¹ which developed Articulate Storyline media for shaping virtuous behavior in sixth-grade elementary school students and received a very feasible rating from material experts. These findings indicate that Articulate Storyline consistently presents moral material accurately and appropriately according to the cognitive development level of elementary school students. More than just product feasibility, the high material validation score in this study reflects that the content presented on the “BeGood Squad” website has real potential to shape students’ understanding and moral behavior. The material covers three dimensions of morality: towards God, towards friends, and towards non-Muslims, including concrete behavior examples and relevant Quranic verses, so it not only enhances students’ cognitive knowledge but also provides behavioral models that can be internalized into daily life.

Based on Table 1, media experts gave a score of 98.33%. This score shows that, from a technical perspective, 'BeGood Squad' offers appealing aesthetics, provides excellent ease of use, and has a layout that allows users to navigate easily. In Table 2, you can see that the score given for material validity is 97.36%, indicating that the moral content provided aligns with the established learning outcomes. Additionally, the language used in this material is appropriate for elementary school children's developmental level. Furthermore, the component of the material related to the accuracy of writing moral arguments contributes the most to the validity score.

Student responses to interactive media

The results of the student response survey indicate that the interactive learning media developed received a very positive response from students. The evaluation was based on four indicators: application appearance, ease of use, understanding of the material, and motivation to learn.

For the application appearance indicator, a score of 325 out of a maximum of 384 was obtained, with 91.67% falling into the “very practical” category. These results indicate that the media’s design—including the combination of colors, images, animations, and menu layout—successfully captured students’ attention and provided an enjoyable learning experience.

For the ease of use indicator, a score of 176 out of a maximum of 192 was achieved, representing 91.67%, which falls into the “very practical” category. This indicates that students can operate the media independently

¹¹ A. Gymnastiar *et al.*, "Pengembangan Media Articulate Storyline untuk Pembentukan Akhlak Terpuji Siswa Kelas VI SD," *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan* 16, no. 4 (Juli-Agustus 2022): 1241-1248.

without encountering significant difficulties. Simple navigation and clear usage instructions help students access every available feature.

Furthermore, the indicator of material comprehension scored 264 out of a maximum of 288, representing 91.67%, which falls into the “very practical” category. These results indicate that the material presented through interactive media is easily understood by students. The use of images, videos, audio, and interactive quizzes helps students understand the concepts of virtuous character in a more concrete and engaging way.

For the learning motivation indicator, a score of 174 out of a maximum of 192 was obtained, representing 90.62%, which falls into the “highly practical” category. These results show that the developed media is capable of increasing students’ interest and enthusiasm in participating in the learning process. The presence of interactive elements and varied activities makes students more actively engaged in the learning process.

Overall, the interactive learning media achieved a total score of 966 out of a maximum of 1,056, representing a percentage of 91.47%, which falls into the “highly practical” category. The high percentages across all indicators suggest that the developed media was well-received by students and has the potential for use in the learning process.

These student response results also have implications for the effectiveness of the developed learning media. The high scores in the aspect of material comprehension indicate that the media helps students better understand ethics-related material. Meanwhile, the high scores in the aspect of learning motivation suggest that the media can increase student engagement during the learning process. Thus, the interactive learning media developed is not only visually appealing but also effective in supporting the learning process and helping students achieve the expected learning objectives.

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Table 3. Survey Score Results

No	Assessment aspect	Number of items	Acquisition score	Maximum score	Percentage	Criteria
1	Application display	4	325	384	91,67%	Very practical
2	User convenience	2	176	192	91,67%	Very practical
3	Material comprehension	3	264	288	91,67%	Very practical
4	Motivation to learn	2	174	192	90,62%	Very practical
Overall total		11	966	1.056	91,47%	Very practical

Based on the results of the student feedback questionnaire presented in Table 3, the interactive learning media developed received an overall rating of 91.47% in the “very practical” category. These results indicate that the media was well-received by students and was able to optimally support the learning process.

The high percentages across each indicator show that the media not only has an attractive appearance and is easy to use but also helps students better understand the material on virtuous character. Additionally, the interactive features—which combine text, images, audio, video, and quizzes—provide a more enjoyable learning experience, thereby increasing student motivation and engagement throughout the learning process.

These findings suggest that the developed learning media has the potential to serve as an effective alternative in Islamic Religious Education. The students’ positive responses indicate that the use of Articulate Storyline-based interactive media can support more active, engaging, and meaningful learning, particularly regarding the subject of virtuous character.

Student Responses to the Material

The researchers conducted observations and analyzed the data collected in the field, finding positive responses from students to the use of the BeGood Squad interactive learning media. Students demonstrated high levels of enthusiasm and engagement throughout the learning process. This was evident in their eagerness to access the material, watch instructional videos, complete interactive quizzes, and utilize the various features available in the media. The use of web-based media creates a more enjoyable and less monotonous learning environment, allowing students to stay more focused throughout the learning process. Additionally, the combination of images,

colors, animations, audio, and interactive elements within the media helps stimulate students’ curiosity and motivation in studying moral education material.

To determine the impact of the media’s use on students’ understanding, an evaluation was conducted using pretests and posttests. The pretest was administered before students used the BeGood Squad media to assess their initial abilities, while the posttest was administered after the learning process to determine students’ level of understanding after using the developed media. The pretest and posttest results were used as a basis for observing changes in students’ learning outcomes after participating in lessons using the BeGood Squad interactive media. The average pretest and posttest scores are presented in Table 4

Table 4. Students' Mean Pre-Test and Post-Test Scores

No	Student's initials	Pretest Score	Post-test Score
1	A.A	100	100
2	A.N.R	100	100
3	A.D.k	100	100
4	Ak	100	100
5	Al	100	100
6	D.I.R	100	100
7	E.A.M	100	100
8	Fa	100	95
9	F.N.T	100	100
10	H.C	100	100
11	I.M.E	100	100
12	K.D	100	100
13	L.Y.S	100	100
14	M.A.W.A	100	100
15	Ma	90	100
16	N.A	100	100

17	Na	100	100
18	N.A.A	100	100
19	Ra	100	100
20	Ri	100	100
21	R.P	100	100
22	S.H	100	100
23	S.P.F	100	100
24	Z.F	100	100
	Amount	2.930	2.935
	Average	99,58	99,79

Based on Table 4, the students' average pretest score was 99.58 and increased to 99.79 on the posttest. Although there was an improvement in learning outcomes after using the BeGood Squad interactive learning media, the difference in the improvement was relatively small. This may be due to the students' high initial ability, as indicated by their pretest scores, which were already close to the maximum score. Therefore, to determine the extent of improvement in student learning outcomes after using the BeGood Squad interactive learning media, an analysis was conducted using N-Gain. The N-Gain calculation was performed using the following formula:

$$g = \frac{S_{\text{post}} - S_{\text{pre}}}{S_{\text{max}} - S_{\text{pre}}}$$

Where:

g = N-Gain score

S_{post} = Posttest score

S_{pre} = Pretest score

S_{maks} = Ideal maximum score

Based on the data in Table 4, the average pretest score was 99.58 and the average posttest score was 99.79. The N-Gain calculation was performed as follows:

$$g = \frac{99.79 - 99.58}{100 - 99.58} = \frac{0.21}{0.42} = 0.50$$

Based on these calculations, an N-Gain value of 0.50 was obtained. This value was then interpreted according to the N-Gain criteria presented in Table 5.

Table 5. Interpretation criteria for N-Gain Values

Intervals N-Gain	Category
$g < 0,30$	Low
$0,30 \leq g < 0,70$	Moderate
$g \geq 0,70$	High

Table 6. N-Gain Analysis Results

Pretest	Posttest	N-Gain	Category
99,58	99,79	0,50	Moderate

Based on Table 6, an N-Gain value of 0.50 was obtained, which falls into the moderate category. These results indicate that the use of the BeGood Squad interactive learning medium contributed to an increase in students’ understanding of the material on virtuous character. Although the difference between the average pretest and posttest scores was relatively small, the N-Gain results show an improvement in students’ abilities after using the developed learning medium.

The relatively modest improvement may be due to the students’ high initial proficiency, as indicated by pretest scores that were already close to the maximum score. This situation limited the potential for further improvement (ceiling effect). Nevertheless, observations and student responses during the learning process showed that the BeGood Squad learning media was able to increase student engagement and support a more engaging and interactive learning process.

Results of the Development of Educational Media Products



Figure 7. Main Page



Figure 8. Menu Page

An educational web-based learning resource, called “BeGood Squad,” is the final product of this development research. This learning resource was developed as an innovative way to support the Islamic Religious Education learning of fifth-grade elementary school students through moral values.

Articulate Storyline was chosen as the primary media development software due to its ability to integrate various types of multimedia tools into a single engaging and user-friendly experience for learners (e.g., text, images, audio, video, animations, and interactive quizzes). Additionally, since this resource will be delivered via computers or mobile devices connected to the internet, students will have continuous access to the learning materials.

Figure 1 shows the opening page of the BeGood Squad media, which features an easy-to-navigate and visually appealing graphic design. The design includes the media’s branding, illustrations of child characters, and navigation buttons that allow users to navigate the site’s main menu. The second example is the main menu page with submenus or links to various items available under the integrated main menu, including: the materials submenu, video lessons, practice questions, interactive quizzes, user guides, and learning assessments. These menus are organized systematically to ensure students can use the media easily and without difficulty.

The user interface design for this media platform is inspired by the distinctive characteristics of elementary school-aged children. Design elements—such as bright and soft colors, cartoon illustrations, and engaging icons, as well as easy-to-read fonts—contribute to a positive and stimulating learning experience for elementary school children. The adaptive design also allows the platform to maintain a responsive layout across various platforms—including laptops and mobile devices—so it can be used flexibly based on the children’s usage and needs.

“BeGood Squad” incorporates moral values on its website, written in language that is easy for elementary school-aged children to understand. Topics include moral values related to God, friends, and non-Muslims. The material is presented in print form as well as through images, videos,

behavioral examples, and hands-on activities. Presenting the material in context helps students learn moral values conceptually and apply them in their daily lives.

"BeGood Squad" is a media project that aims not only to deliver educational content but also to boost student motivation and engagement by offering interactive quizzes, user-friendly navigation tools, and engaging visuals that encourage students to be more proactive during their learning experience. Thus, BeGood Squad provides a platform where students can access educational content and materials to develop good moral character and become well-rounded individuals, both inside and outside of school.

Conclusion

Based on the results of the research and development conducted, it can be concluded that the Articulate Storyline-based educational website "BeGood Squad" was successfully developed using the ADDIE model, which includes the analysis, design, development, implementation, and evaluation phases. Validation results from media experts and subject matter experts indicate that the developed learning media falls into the "highly suitable" category for use in teaching Islamic Religious Education to fifth-grade elementary school students. Additionally, student feedback indicates that the media is rated as "highly practical," suggesting that it is easy to use, engaging, and effective at increasing student engagement during the learning process.

Pretest and posttest results show an increase in students' average scores after using the learning media, although the improvement observed was relatively small. The N-Gain analysis result of 0.50 falls into the moderate category, indicating that the "BeGood Squad" interactive learning media contributes to improving students' learning outcomes on the topic of virtuous character. Therefore, this media has the potential to serve as an innovative and interactive alternative to support Islamic Religious Education in elementary schools.

This study has limitations, namely the limited number of research subjects and the students' already very high pretest scores, which left relatively little room for improvement in learning outcomes. In addition, the study was conducted at only one school and on a single subject, so the results cannot yet be widely generalized.

Given these limitations, future research is recommended to involve a larger number of participants, apply the media to different subject matter, and test it across a wider range of grade levels and schools. Subsequent studies could also examine the impact of media use on other aspects, such as learning motivation, critical thinking skills, and character development, thereby

providing a more comprehensive understanding of the effectiveness of the developed instructional media.

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