



Learning Motivation: How Effective is the Game-Based Learning Model Assisted by Articulate Storyline?

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Article Info	Abstract
Article History Received: 2024-11-11 Revised: 2024-12-23 Published: 2025-01-03	Game-Based Learning with Articulate Storyline is a learning model combining interactive, game like activities with software tools to enhance the educational experience. The application's interface, similar to Microsoft Powerpoint, creates a more engaging learning process, potentially increasing students' motivation. This study aims to examine the impact of using Game- Based Learning with Articulate Storyline on the learning motivation of Islamic Education (PAI) students at SMP Negeri 3 Pardasuka. The research employs a quantitative method with a Quasi-Experimental Posttest-Only Control Group Design. Samples were chosen using Simple Random Sampling, and data were collected through validated learning motivation questionnaires. The results of normality test indicated a significance value of 0,200, showing that the data is normally distributed. The homogeneity test produced a significance value of 0,154, confirming the data is homogeneous. The t-test result was 0,674, which is greater than 0,05, meaning the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_1) is rejected. In conclusion, this research demonstrates that implementing the Game-Based Learning model with Articulate Storyline does not have a significant effect on the learning motivation of students.
Keywords: <i>Game-Based Learning;</i> <i>Articulate Storyline;</i> <i>Learning Motivation.</i>	

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-11-11 Direvisi: 2024-12-23 Dipublikasi: 2025-01-03	<i>Game-Based Learning</i> berbasis <i>Articulate Storyline</i> merupakan model pembelajaran yang menggabungkan antara pembelajaran menarik seperti bermain game dan dikombinasikan dengan aplikasi perangkat lunak yang berfungsi sebagai pendukung dalam pembelajaran. Tampilan dari aplikasi berbasis poin-poin layaknya <i>powepowint</i> pada microsoft. Dalam aplikasi tersebut membuat pembelajaran akan lebih menarik sehingga dapat berpengaruh terhadap motivasi belajar. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana eksperimentasi model <i>Game-based Learning</i> berbasis <i>Articulate Storyline</i> terhadap motivasi belajar PAI peserta didik di SMP Negeri 3 Pardasuka. Metode penelitian yang digunakan adalah Kuantitatif dalam bentuk <i>Quasi Experimental Desain</i> dengan desain penelitian <i>Posttest-Only Control-Group Design</i> . Teknik pengambilan sampel menggunakan <i>Simple Random Sampling</i> Pengumpulan data dilakukan dengan penyebaran angket motivasi belajar yang telah di validasi. Hasil yang di uji menggunakan uji normalitas menghasilkan signifikansi 0,200 (data berdistribusi normal), dan uji homogenitas dengan signifikansi 0,154 (data homogen). Hasil uji t menunjukkan data dimana sig 0,674 yang berarti bahwa nilai sig (2-tailed) lebih besar dari 0,05, maka dapat disimpulkan bahwa H_0 diterima dan H_1 ditolak. Sehingga hasil penelitian ini menunjukkan bahwa eksperimentasi model pembelajaran <i>Game-based Learning</i> berbasis <i>Articulate Storyline</i> tidak signifikan terhadap motivasi belajar.
Kata kunci: <i>Game-Based Learning;</i> <i>Articulate Storyline;</i> <i>Motivasi Belajar.</i>	

I. INTRODUCTION

Education in Indonesia is increasingly focused on quality, as students are equipped with extensive knowledge and skills (Ahmad et al., 2020; Cera et al., 2020; Meo et al., 2024). Education is pursued to achieve meaningful goals and accomplishments, driven by motivation and enthusiasm for learning, as these factors are essential in one's educational journey (Abdullah, 2021; Harahap et al., 2023; Narca & Caballes, 2021; Rahman, 2021). Consequently, students

can actively participate in advancing learning (Kong, 2021).

In achieving effective learning, individuals are driven to take actions that motivate them to reach their goals (Filgona et al., 2020; Leitão et al., 2022). Learning motivation can guide, stimulate, and channel students' attitudes and behaviors in learning, enabling them to engage in activities to achieve good results of course, with effort and determination (Elvira, Neni Z, 2022; Moh Ghoizi Eriyanto et al., 2021; Narca &

Caballes, 2021; Vu et al., 2022). Learning motivation also triggers a shift in energy within individuals, allowing them to act or do something according to their needs and desires (Rahman, 2021; Yeni et al., 2022). For example, it makes students aware of the importance of learning for their future, provides information on the power of effort in learning that can be compared with their peers, directs their study activities to be more serious, and increases their enthusiasm for learning so that their parents can take pride in their achievements (Husna & Supriyadi, 2023; Rahmi, 2020; Yuni Astuti Dewi et al., 2024).

The reality in the field often reveals issues in Indonesia's education system, showing that students lack a strong desire to learn, especially in classroom situations (Filgona et al., 2020; Tarigan et al., 2023). This lack of motivation can be caused by several factors, such as insufficient attention from teachers towards students or a lack of encouragement from parents (Kvarnström et al., 2021; Mido & Asmita, 2023). Many students feel lazy, which makes it difficult for them to understand the lessons delivered by teachers. This situation indicates that students lack strong learning motivation (Hendrizal, 2020). Ideally, students' motivation should be intrinsic, where they are internally driven to engage in certain activities (Atma et al., 2021). However, in reality, not many students possess intrinsic motivation to learn (Lilis et al., 2023). From the results of a survey conducted at SMP Negeri 3 Pardasuka, several problems were identified, including (1) the use of conventional teaching methods, (2) suboptimal utilization of resources, (3) insufficient facilities to support innovative learning, and (4) low learning motivation among students.



Figure 1. Results of the Student Learning Motivation Survey

Based on Figure 1, the pie chart of the student learning motivation survey results shows that the Achievement indicator has a percentage of 22%, Drive accounts for 16%, Aspirations has 19%, Recognition reaches 23%, and Learning Environment stands at 20%. These results

indicate a lack of drive among students in engaging with the learning process.

From initial observations and a series of interviews, it became evident that there is an urgent need to adopt interactive learning media that could significantly enhance students' motivation to learn, particularly in improving the "Drive" aspect. This aspect emphasizes encouraging students to be enthusiastic about taking action and achieving their goals, especially since daily learning can sometimes feel monotonous and tedious. Therefore, providing motivation to students is crucial, as enthusiasm for learning Islamic Education (PAI) forms a strong foundation for facing life in both this world and the hereafter. For this reason, teachers need to develop teaching methods that align with students' needs to foster their enthusiasm for learning (Assem et al., 2023; Blessing, 2024). For instance, by implementing enjoyable and engaging learning approaches, students are likely to participate with greater enthusiasm (Putra & Afrilia, 2020; Sriyulianti et al., 2021).

The Game-based Learning model utilizing Articulate Storyline is a significant innovation for teachers. This model enables educators to implement it effectively in the learning process (Maharani et al., 2024; Wulandari & Safitri, 2024). The approach combines engaging educational games with innovative and satisfying media or content (Pan et al., 2021). The content includes essential audio and visual elements, such as text, images, videos, animations, and simulations, which can be accessed through computers or other technological devices (Anar et al., 2023). Moreover, this model serves as a valuable evaluation tool, resembling games that capture students' attention (Novita Sari et al., 2023). By creating an interactive and engaging learning environment, this model enhances students' excitement and enthusiasm, encouraging them to actively engage with the learning materials. This approach not only makes learning more enjoyable but also helps students understand and retain information more effectively (Khadijah, 2021).

Students need encouragement and motivation from teachers, such as implementing appropriate learning models to foster their enthusiasm in participating in lessons (Graham, 2022; Huda et al., 2022). Fun and interactive learning supports students in becoming more engaged, for instance, by using a learning model that integrates educational and inspiring games with existing technology (Budiarto & Jazuli, 2021; Linta et al.,

2024). Therefore, the author proposes the Game-based Learning model utilizing Articulate Storyline, as game-based learning implemented through interactive media like Articulate Storyline can promote active participation, enhance student creativity, and create a learning environment that captures students' interest and motivates them to learn (Sugianto, 2023).

Many studies have explored these issues. Research conducted by experts such as Erick Marantika (2023), Cindy Widahyu (2021), and Vina Iman Adhiana (2022). highlights the potential of interactive media based on Articulate Storyline and its impact on students' learning motivation. Most of the existing studies adopt Research and Development (R&D) and qualitative methods, with limited exploration of using Articulate Storyline alongside varied learning models, such as Game-based Learning. Moreover, few studies have investigated how experimenting with interactive media can influence students' motivation in learning. This study aims to address these gaps by employing a quantitative research method, incorporating innovative variations using Articulate Storyline as a tool for implementing the Game-based Learning model, and examining how the experimental application of Game-based Learning using Articulate Storyline can be optimized to improve students' learning motivation in Islamic Education subjects.

This study makes a significant contribution to the development of education by examining the experimentation of the Game-based Learning model utilizing Articulate Storyline on students' learning motivation in Islamic Education (PAI) subjects. Through this experiment, we explore the effectiveness of this learning model on enhancing students' motivation. The findings provide new insights into how integrating technology into conventional learning can positively impact students' understanding and engagement by incorporating exciting games into Islamic Education lessons. The results of this research may enhance students' interest, support more interactive teaching and learning processes, and improve their learning motivation. The implications of this study highlight the importance of aligning the learning model with students' needs, leveraging technology in education, and equipping teachers with the skills to utilize media for designing engaging learning strategies. Thus, this study not only expands understanding of the experimentation with Articulate Storyline media

on students' motivation in Islamic Education but also lays a foundation for developing more innovative technologies as evaluation tools. These tools support students' enthusiasm through engaging games, ultimately benefiting their future lives.

II. METHOD

This study employs a quantitative methodology using a Quasi-Experimental Design, specifically a Posttest-Only Control-Group Design. The research was conducted with Grade IX students at SMP Negeri 3 Pardasuka, located in Wargo Mulyo, Pardasuka District, Pringsewu Regency, Lampung Province, during the odd semester of the 2024/2025 academic year. In this context, the Game-based Learning model based on Articulate Storyline serves as the independent variable, representing the teaching method proposed as a reference model that can be applied in schools. Meanwhile, learning motivation, as the dependent variable, measures students' motivation levels before and after the implementation of the Game-based Learning model using Articulate Storyline.

The sampling technique used in this study is probability sampling with simple random sampling, where samples were randomly selected from Grade IX students. Two classes were chosen: one as the experimental group and the other as the control group. A questionnaire was designed to measure the success of the study, using a Likert Scale consisting of five response options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), to assess students' attitudes, opinions, and perceptions. The research instrument comprises Likert Scale statements based on indicators by Ekawarna (2013:109), which include six indicators (1) Active participation in learning, (2) Diligence in completing tasks, (3) Persistence in facing challenges and difficulties, (4) Gaining information from teachers, (5) Receiving feedback, and (6) Obtaining reinforcement. The instrument consists of 18 statements that were validated by experts. A pilot test was conducted on a class outside the sample, and the validity of the data was analyzed. The pilot test identified 13 valid statements, which were then distributed to respondents in the experimental and control groups. Afterward, normality and homogeneity tests were performed, followed by a t-test to determine the significance of the research findings.

The collected data underwent validity and reliability tests. Validity reflects the extent to which the measurement instrument accurately measures what it is intended to measure and its relevance to the established measurement objectives. Reliability evaluates whether the data collection tool demonstrates precision, accuracy, stability, or consistency in capturing specific phenomena. Cronbach's Alpha was used to assess consistency. Normality and homogeneity tests were conducted to determine whether the data followed a normal distribution and whether the data characteristics were consistent across groups. Finally, a t-test was performed to identify significant differences between the experimental and control groups.

This study aims to examine the relationship between *self-confidence* and *learning interest* among fifth-semester students of the PAI Study Program (odd semester) for the 2024/2025 academic year at Raden Intan State Islamic University of Lampung in the SKI course. The research employs a quantitative approach with an ex-post facto research design. The population for this study consists of all students from the 22nd cohort of the PAI program at UIN Raden Intan Lampung, totaling 414 students. A sample of 81 students was selected using simple random sampling. The data collection method employed a non-test instrument in the form of a Likert-scale questionnaire, which was then tested for validity and reliability. Of the 32 items in the questionnaire, 16 valid items were identified for use in the study.

Next, prerequisite tests were conducted, including normality tests, homogeneity tests, and linearity tests, as well as hypothesis tests such as heteroscedasticity tests, t-tests, f-tests, and coefficient of determination tests, to determine if there is a correlation between variable X and variable Y. The data analysis in this study was conducted using the IBM SPSS Statistics 23 application. This application was chosen because it meets the needs and offers ease of use. The data analysis in this study began with descriptive statistics, data quality tests, classical assumption tests, and hypothesis testing using regression analysis.

III. RESULT AND DISCUSSION

A. Result

In this study, the researcher distributed questionnaires to Grade IX students of SMP Negeri 3 Pardasuka. The results were analyzed using SPSS, as follows.

1. Normality test

The normality test is used to determine whether the data is normally distributed. Data is considered to follow a normal distribution if the significance value (sig.) is greater than 0.05. A descriptive summary of the results of the Islamic Education (PAI) learning motivation test for Grade IX students at SMP Negeri 3 Pardasuka, Pringsewu, is presented in Table 1.

Table 1 Description of the normality test results for Islamic Education (PAI) learning motivation of Grade IX students at SMP Negeri 3 Pardasuka, Pringsewu

Tests of Normality				
Kelompok	Kolmogorov-Smirnov ^a			
	Statistic	df	Sig.	
Hasil	Ekperimen	,116	31	,200*
	Kontrol	,109	30	,200*

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the table above, in the experimental group, the significance value was 0.200, where the sig. value is greater than 0.05, indicating that the data follows a normal distribution. Similarly, in the control group, the significance value was also 0.200, where the sig. value is greater than 0.05, indicating a normal distribution as well.

2. Homogeneity Test

The homogeneity test is used to determine whether the variances of the data distributions are the same (homogeneous) or different (heterogeneous). The data is considered homogeneous if the significance value (sig.) is greater than 0.05.

Tabel 2 Description of the homogeneity test results for Islamic Education (PAI) learning motivation of Grade IX students at SMP Negeri 3 Pardasuka, Pringsewu

Test of Homogeneity of Variances			
Hasil			
Levene Statistic	df1	df2	Sig.
2,087	1	59	,154

Based on the table above, the homogeneity test result shows a significance value (2-tailed) of 0.154, where the sig.

value is greater than 0.05. Therefore, it can be concluded that the data is homogeneous.

3. Hypothesis Test

In this hypothesis test, a t-test was conducted. The t-test aims to determine whether the independent variable has an effect on the dependent variable. The description of the t-test results for Islamic Education (PAI) learning motivation of students is as follows.

Table 3 Description of the hypothesis test results using the t-test for learning motivation of Grade IX students at SMP Negeri 3 Pardasuka, Pringsewu.

	Levene's Test for Homogeneity of Variance		t-Test		Sig. (2-tailed)		Sig. (1-tailed)		Sig. (1-tailed)	
	df	Sig.	t	df	Sig.	Sig.	Sig.	Sig.	Sig.	
PAI Learning Motivation	100	.100	1.674	100	.099	.099	.099	.099	.099	

Based on Table 3 above, the t-test results using SPSS show a t-value with a significance (sig.) of 0.674, which means that the Sig. (2-tailed) value is greater than 0.05. This indicates that there is no significant effect of the Game-Based Learning model based on Articulate Storyline on the learning motivation of Grade IX students at SMP Negeri 3 Pardasuka, Pringsewu.

B. Discussion

Learning is an activity conducted by two parties: the teacher and the students. Teachers need to design lessons so that they can be implemented systematically and well-organized. This activity aims to broaden knowledge, both academically and in terms of skills. This study aims to experiment with the model that the author proposes regarding learning motivation. This learning model is an innovation of previous models that have shown a positive impact on learning motivation. Game-based Learning is a teaching model that incorporates games into the learning process, where the games are designed based on the material to be taught (Iskandar, 2023). This learning model was implemented in the odd semester in Grade IX at SMP Negeri 3 Pardasuka, specifically in classes A and C, with the topics of Akikah and Qurban.

This study has proven that Game-based Learning based on Articulate Storyline does not have an effect on students' learning

motivation in PAI, with results almost identical, ranging between 0.674 and 0.673. The research conducted by Dini Farichatus Sholikha (2023) and Isti Septianing (2024) states that the Game-based Learning (GBL) model does have an impact on learning motivation, while the study by Ridho Hafiedz (2023) indicates that the interactive learning media Articulate Storyline has an impact on improving students' learning motivation. Unlike this study, which applied the Game-based Learning model based on Articulate Storyline and found no effect on students' learning motivation. Additionally, the treatment was carried out during the daytime, and there were time constraints, which could have led to a decrease in student participation and a lack of focus. Catur Fathonah Djarwo (2020) mentions that psychological conditions are part of the internal factors influencing students' learning motivation. Therefore, unstable psychological conditions could affect the posttest results of students. These differences may have occurred due to several factors, including sample differences, psychological conditions, the comparison learning model, and the research design used.

The research conducted by Dini Farichatus Sholikha (2023) and Isti Septianing (2024), using a sample of elementary school students, states that Game-based Learning (GBL) has an impact on learning motivation. The study by Ridho Hafiedz (2023), with a sample of university students, found that the interactive learning media Articulate Storyline has an impact on improving learning motivation. In contrast, the research by Dwi Anggraeni (2024), with a sample of university students majoring in Information Technology Education, showed that GBL had no impact on learning motivation (Anggraeni et al., 2024). Additionally, the study by Danita Kurnia Anfira (2022), with a sample of 11th-grade students, concluded that the results showed an impact, but it was moderate in nature. In this case, the differences in research outcomes may also be influenced by the conditions during the implementation of the study.

Therefore, in implementing the Game-based Learning model based on Articulate Storyline, it is indeed a new innovation for the researcher, who is interested in combining the Game-based Learning model with the interactive learning media Articulate Storyline. Future researchers need to conduct

a more in-depth investigation to determine if there are other factors influencing the application of the Game-based Learning model based on Articulate Storyline on students' learning motivation. Greater attention should be given to the students' environmental and psychological conditions to achieve more accurate post-test results. The experimental study of the Game-based Learning model based on Articulate Storyline on students' PAI learning motivation at SMP Negeri 3 Pardasuka should be reconsidered, as the results of the study were categorized as not significant.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted by the researcher, it can be concluded that this study has demonstrated the experimentation of the Game-based Learning model based on Articulate Storyline on students' PAI learning motivation at SMP Negeri 3 Pardasuka. This was evidenced by the hypothesis testing using an Independent Simple T-Test (t-test), with a significance value of $0.674 > 0.05$, indicating no significant difference between the Game-Based Learning model based on Articulate Storyline and the conventional model.

Based on the experiment using a quantitative methodology in the form of a Quasi Experimental Design with a Posttest-Only Control-Group Design, the result shows that Game-based Learning based on Articulate Storyline does not have the potential to influence students' learning motivation. Therefore, the Game-based Learning model based on Articulate Storyline can be reconsidered for use in PAI lessons or other similar subjects. For future researchers, it is recommended to pay more attention to the students' conditions when administering the treatment to minimize the lack of focus among students during the post-test, as well as to explore further other factors affecting students' learning motivation, and how the Game-based Learning model based on Articulate Storyline can be applied not only in PAI subjects but also across various levels of education.

B. Suggestion

To ensure more significant research results, the research design needs improvement, particularly in the timing of the treatment implementation. It is recommended

to schedule the study at a more optimal time, such as in the morning, when students are more focused and have sufficient energy. Additionally, the study should ideally be conducted with varied samples across different educational levels (e.g., elementary school, high school, or university students) to explore whether the effects of this learning model are consistent across different educational stages.

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