WORKSHOP ON DEVELOPING INTERACTIVE LEARNING MEDIA FOR GURU PENGGERAK USING ARTICULATE STORYLINE 3 IN BANDUNG

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ABSTRACT

This community engagement program (PKM) is designed to support "Guru Penggerak" in Bandung in creating interactive multimedia-based learning materials through the use of the Articulate Storyline 3 application. The implementation of interactive multimedia learning media is anticipated to enhance both the effectiveness of teaching and student participation. The program is carried out in several phases, including introductory training, practical workshops, technical guidance, and result evaluation. Findings from this initiative indicate an improvement in the teachers' ability to utilize Articulate Storyline 3 to produce more engaging and interactive instructional content. Furthermore, the program contributes to strengthening teachers' skills in integrating educational technology in accordance with the demands of the digital era.

Keywords: guru penggerak, interactive multimedia, articulate storyline 3, learning media, bandung

A. Introduction

In the digital era, the use of technology in education is essential to create engaging and interactive learning environments. *Guru Penggerak* play a strategic role as agents of change who are capable of integrating technology into the learning process. Kementerian Pendidikan dan Kebudayaan. (2020). Therefore, teachers are required to develop skills in designing learning media that are not only informative but also interactive, in order to enhance students' motivation and engagement.

One of the tools that supports this effort is Articulate Storyline 3, an interactive multimedia development application that is user-friendly and offers a wide range of features such as quizzes, simulations, and animations. Through this application, teachers can design more engaging and varied multimedia-based

learning materials. Articulate (2021) However, in Bandung—a city recognized for its rapid development in both technology and education—not all teachers possess the technical skills to utilize digital applications effectively. For this reason, the PKM program was introduced to provide training and assistance in using Articulate Storyline 3 as an interactive learning medium. Feby Inggriyani, Acep Roni Hamdani, Taufiqulloh Dahlan (2019).

In addition, instructional videos have become one of the most effective methods for improving student comprehension. Wondershare Filmora is chosen as a solution due to its ease of use, diverse features, built-in templates, and cross-platform compatibility. Instructional videos have proven to increase student interest, help them grasp complex concepts through visualization, and support independent learning beyond the classroom. Dahlan,T. (2023).

Despite these benefits, teachers still face several challenges, including limited technical skills, lack of technological resources, and time constraints. To address these issues, several strategies can be implemented, such as intensive training on Filmora's basic and advanced features,

continuous mentoring, provision of adequate devices and software licenses, collaborative content development among teachers, and regular evaluation of the produced videos. Dahlan T., Darta, Alamsyah T.A., Wardhani I.S., (2021).

Enhancing teachers' ability to utilize Wondershare Filmora provides numerous positive impacts, including more varied and interactive learning, improved teaching quality, greater learning flexibility for students, and the advancement of teacher professionalism in meeting the demands of the digital era. Dahlan T., Darhim, Juandi D., (2022).

B. Method of Implementation

This PKM program is carried out through several stages as follows:

1. Basic Training
   This stage aims to provide a fundamental understanding of interactive multimedia concepts and introduce the basic features of the Articulate Storyline 3 application. *Guru Penggerak* are taught how to create interactive multimedia content, design learning scenarios, and align them with the applicable curriculum.

2. Hands-on Practice
   After receiving the basic theory, teachers are given the opportunity to directly practice creating learning materials using Articulate Storyline 3. At this stage, teachers are encouraged to develop learning modules according to the needs of the subjects they teach.

3. Technical Assistance
   During the development process, the implementation team provides intensive technical support to help teachers overcome various technical challenges they may encounter. This includes assistance in developing interactive materials, optimizing the use of application features, and ensuring the smooth integration of learning media into digital platforms.

4. Evaluation and Reflection
   In the final stage, the teachers' work is evaluated both qualitatively and quantitatively. The evaluation aims to assess teachers' technical skills in using Articulate Storyline 3 as well as the effectiveness of the learning media developed. Teachers are also asked to reflect on their experiences throughout the program and provide feedback for future improvements. Sugiyono. (2019).

C. Result and Discussion

After participating in a series of mentoring activities, the *Guru Penggerak* (Teacher Leaders) in Bandung City demonstrated significant improvement in their skills in using Articulate Storyline 3 to develop interactive learning media. The program produced several key outcomes:

1. Enhanced Technical Competence
   Teachers became proficient in utilizing various features of Articulate Storyline 3, such as creating interactive quizzes, learning simulations, and animations relevant to the teaching material.

2. Development of Innovative Learning Media
   The learning media produced by teachers varied in form and content, ranging from interactive visual materials to instructional videos equipped with automated assessments.

3. Increased Student Engagement
   Teachers reported higher motivation and participation among students

after implementing the interactive media they had developed.

Figure 1. Mentoring Activities

The ability of teachers to design effective learning media plays a crucial role in improving teaching quality. In Bandung, efforts to strengthen junior high school teachers' competence in creating storyboards as a foundation for learning media have been considered a strategic step to facilitate more engaging and effective learning processes.

1. The Importance of Storyboards in Learning Media

A storyboard serves as a visual tool that guides the design of learning media—whether in the form of videos, interactive presentations, or other digital platforms. By using a storyboard, teachers can plan the sequence of material delivery in a systematic and structured manner. The main benefits of storyboarding include:

a. Lesson Flow Planning – helping teachers determine the sequence of material so it is delivered clearly and logically.

b. Material Visualization – turning abstract concepts into concrete and easily understandable content for students.

c. Time Efficiency – enabling teachers to plan media development effectively, thus saving time in producing the final product.

2. The Need to Improve Teachers' Competence

Observations indicate that many junior high school teachers in Bandung have yet to fully master the techniques of creating storyboards for learning media. Several factors contribute to this, such as:

a. Limited training in multimedia and digital media development.

b. Time constraints in learning new technologies due to teaching demands.

c. Restricted access to tools and software that support digital media creation. Hamdani A.R., Dahlan T., Indriani R., Karimah A.A. (2021).

Figure 2. Mentoring Presenter

For these reasons, improving teachers' skills in developing storyboards has become a priority in enhancing the overall quality of education in Bandung.

3. Strategies to Improve Teachers' Storyboarding Skills

Several strategic measures can be implemented to strengthen teachers' ability to create storyboards for learning media, including:

a. Training and Workshops on Learning Media Development – providing workshops that introduce the concept of storyboarding and offer hands-on practice with software such as PowerPoint, Canva, or video-editing applications. These activities enable teachers to learn from basic storyboard concepts to integrating them into ready-to-use digital media.

b. Teacher Learning Communities – fostering peer-learning communities where teachers share experiences and knowledge on storyboard-based learning media. Skilled teachers can transfer expertise by offering tips and guidance to colleagues.

c. Utilization of Educational Technology – encouraging teachers to explore online platforms offering free storyboard templates or media creation tools, enabling independent learning and easier access to resources.

d. Monitoring and Evaluation – conducting periodic reviews of teachers' learning media projects post-training, with evaluations designed to assess their understanding of storyboards and their application in classroom teaching. Gardenia N., Herman T., Juandi D., Dahlan T., Kandaga T., (2021).

Figure 3. Group Documentation

4. Positive Impacts on the Learning Process

Improving teachers' storyboarding skills contributes positively to junior high school learning in Bandung in several ways:

a. Greater Student Engagement – storyboard-based learning media are more appealing and interactive, thereby increasing student participation.

b. More Structured Teaching – storyboards help teachers deliver material in a more organized and coherent manner, minimizing student confusion. c. More Effective Technology Integration – with enhanced competence, teachers are able to integrate technology into learning more effectively and seamlessly.

D. Conclusion

This mentoring program has successfully enhanced the skills of *Guru Penggerak* (Teacher Leaders) in Bandung City in developing interactive multimedia-based learning media using the Articulate Storyline 3 application. The use of this interactive media has had a positive impact on the learning process, both in terms of the quality of the materials and student engagement. Moving forward, it is expected that this program can be expanded by involving more teachers and deepening the training content in the utilization of educational technology.

Improving the competence of junior high school teachers in Bandung City in designing storyboards for learning media is a strategic step toward enhancing the quality of teaching. Through proper training, technological support, and the development of learning communities,

teachers can become more proficient in creating innovative and effective learning media. Ultimately, this will contribute to the establishment of learning processes that are more engaging, efficient, and aligned with the needs of students in the digital era.

In addition, enhancing the ability of junior high school teachers in Bandung City to produce instructional videos using Wondershare Filmora is also a key strategy for strengthening the quality of education in the digital age. With appropriate training, continuous mentoring, and sufficient technological support, teachers can create innovative, interactive, and easy-to-understand learning videos. As a result, students will be able to better comprehend the learning materials, while teachers will be encouraged to continuously innovate in their teaching methods.

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