

Development of articulate storyline learning media integrated with religious values for sexual education in elementary school children



Fitri Indriani ^{a,1,*}, Nur Aini ^{a,2}

^aElementary Teacher Education, Universitas Ahmad Dahlan Yogyakarta, Yogyakarta, Indonesia

¹ fitri.indriani@pgsd.uad.ac.id; ² nur1800005306@webmail.uad.ac.id

* corresponding author

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ABSTRACT

The escalating prevalence of violent behavior, sexual deviations, and juvenile delinquency within educational settings underscores the urgency for effective intervention strategies. This study endeavors to address this pressing issue by designing religious, value-oriented, narrative-driven educational media aimed at imparting sexual education to elementary school children. Employing a Research and Development (R&D) approach grounded in the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), the research team meticulously crafted and refined the learning materials. Validation of the developed products involved rigorous scrutiny by a diverse panel of experts, including media specialists, materials experts, pedagogical experts, linguists, educators, and students. This comprehensive validation process integrated both qualitative and quantitative analyses to ensure the robustness and efficacy of the educational resources. Evaluation of the products yielded promising results, with expert validators assigning an overall score of 85, denoting a "Very Good" quality assessment. Furthermore, assessments from teachers and students echoed this sentiment, with scores of 94.3 and 85.1, respectively, both falling within the "Very Good" category. The cumulative data score, totaling 264.4 with an average of 88.1, further validates the effectiveness and utility of the developed learning materials. In conclusion, the findings of this study highlight the viability and effectiveness of religious value-based narrative learning media in delivering sexual education to elementary school children. These findings not only contribute to addressing the pressing societal concern of juvenile delinquency but also offer tangible educational resources for instructional use in diverse educational settings.



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1. Introduction

Sexual assault incidents have been rising recently [1] both offline and online [2]–[4] and have even reached concerning proportions. Sexual abuse incidents in educational institutions are not uncommon [5]–[9], These institutions are meant to be a safe haven for kids, yet they have seen functional degradation [10]. Children have been the target of sexual assault incidents [11]–[15]. Children are naturally more susceptible to being victims of sexual assault [16]. Child sexual abuse is defined as forcing children to participate in sexual behaviour beyond their comprehension, against their will, and in violation of the law and social norms [17]. Based on the LPSK report, there has been an increase in cases of sexual violence against children that have occurred since 2016, namely 25 cases, then increased in 2017 to 81 cases, and reached its peak in 2018 to 206 cases, and what is even more concerning is that cases of sexual violence also occur in educational institutions. The Indonesian Child Protection Commission (KPAI) reported that the level of sexual violence against children in 2019,

there were 21 cases of sexual violence with 123 children as victims. The data consists of 123 victims with details of 71 girls and 52 boys. The majority of perpetrators consisted of teachers as much as 90 percent and principals as much as 10 percent. KPAI explained that of the 21 cases of sexual violence that occurred in the school, 62% occurred at the elementary school level [18]. In 2020 to 2021, data from the Indonesian National Commission for Child Protection (KPAI) revealed that there were 2,726 cases of sexual abuse and more than 52% were dominated by minors [19]. This is in line with the report from IDAI that cases of child sexual abuse occur mostly at the age of 6-12 years (33%) and the lowest is 0-5 years (7.7%). Children aged 6-12 years old are elementary school children, which means it is the core experience of children. The period when children begin to take responsibility for their own behavior in social relationships such as with their parents, peers, and others. School age is a time when children acquire the basics of knowledge for successful adjustment to adult life and acquire certain skills [20].

The occurrence of sexual violence against children is due to many factors. Based on the results of Markwei's research [21], revealed that the factors causing child sexual abuse include; low public awareness of children's rights; lack of education and knowledge at home; low knowledge of sex education. Other factors are also stated by Ezekiel *et al*, [22], namely; children are seen as weak and helpless parties; low morality; lack of parental control over their role in anticipating crimes against children; lack of strong religious education for children; lack of sexual education for children according to age; children's lack of understanding of sexuality issues. Various cases of sexual violence in children and the factors that cause them need education about sexual education in children from an early age so that children understand and understand roles and gender, any physical changes, and strengthen self-confidence and responsibility for themselves. The material in sex education in early childhood emphasizes understanding the condition of the body, understanding the opposite sex, and understanding how to avoid sexual crimes, children begin to recognize their identity and family, recognize body members, and can name several body members [23] through an integrated learning process with religious values [24], [25]. Religious values are character values that lead to individual behavior and character that originate from the religious values they adhere to. Religious character values have a crucial role and are indispensable for students in fighting the rapid development of the times and the moral decline that has been faced. The cultivation of character values can be carried out through teaching and learning activities in the classroom [26].

Incorporating religious character values through the learning process can be carried out by teachers by focusing on important learning components. Important components in the learning process consist of goals, materials, methods, evaluation and learning media [27]. Of the five components, learning media is a component that plays a very important role in achieving learning goals. Using the right learning media when teaching and learning activities take place makes it easier for teachers and students to achieve learning goals very effectively and efficiently. Integrating religious values in the learning process and habituation is a form of action to prevent the occurrence of sexual crimes and deviations from an early age with the aim of protecting children from becoming victims or perpetrators of sexual violence [28]. Therefore, in preventing sexual violence in children, teachers can provide early sexual education through the use of learning media whose material is integrated with religious values. In line with Fitriani *et al*, argue that the provision of sexual education by teachers can be done with several actions [29], namely; (1) playing guessing games; (2) watching guidance videos related to the introduction of sex and how to avoid it; (3) using learning aids in the form of media to learn about the body and its characteristics and how to avoid it. One of the materials that can be developed through *articulate storyline* learning media integrated with religious values is the theme "Myself", where this theme deals with body members. Learners can be introduced to various members of the body and how to care for and maintain them from various perspectives from both science and religion with attractive, innovative and interactive material displays. Integration of religious values in learning can control the occurrence of acts of sexual offenders [30], [31]. However, the various efforts offered above have not all teachers utilized *articulate storyline* learning media integrated with religious values as a medium for sexual education for children. This is corroborated by the results of pre-research that there is no availability of learning media whose material is integrated with religious values to provide sexual education to children by utilizing technology in it. in the learning process teachers have not used learning media that utilize technology. Technology utilization is limited to using *zoom* or *google meet* only. The delivery of learning materials, especially on the theme of myself, from the results of the interview the teacher explains using printed books, pictures, and dolls. Teachers have not modified the delivery of material on the theme of myself by integrating it into religious values through learning

media. While the integration of religious values in learning materials is very important so that children feel religion is always there in their lives and avoid *split personality*.

Starting from the problems in the field, this research tries to develop innovative learning media development using *articulate storyline* integrated with religious values as a support for learning activities in sexual education in elementary school children. Some research findings reveal the results under *articulate storyline* media can be utilized as a support for teaching and learning activities. This is reinforced by research [32], which reveals that learning media by utilizing the *articulate storyline* application plays an important role in realizing an efficient and effective learning atmosphere for students. *Articulate storyline* media is a type of media with audio elements and visual elements because it combines sound with images. The *articulate storyline* media type has the skill of delivering material more effectively because of the incorporation of sound and image elements by involving the senses of sight and hearing. Furthermore, according to Lestari *et al*, audio-visual media is a method of sexual education that has proven effective because it links the stimulus of the two five senses, namely the senses of sight and hearing vision [33]. *Articulate storyline* is software that can be utilized in manifesting slideshows, communication media and creating interactive multimedia applications that contain several features including text, audio, images, graphics, simulations and animations [34]. The features of the *articulate storyline* application can help create interesting learning media. According to Sari *et al*, the advantage of learning media using *articulate storyline* software from other media is that it can be used on various types of software such as *smartphones* and computers because it is *html5-based* which can be shared using *links* to students [35].

2. Method

2.1. Research Design and Procedure

The research was conducted using the type and model of development research (R&D). According to Richey *et al*, development research is a structured research in manifesting the design of a product, developing, producing products, and assessing the results of the ability of the product to be used in learning or nonlearning activities [36]. Development research is applied in stages with the ADDIE development model. The ADDIE model was developed by Robert Maribe Branch with five stages including Analyze, Design, Develop, Implement and Evaluate [37]. In general, it can be shown in Fig. 1.

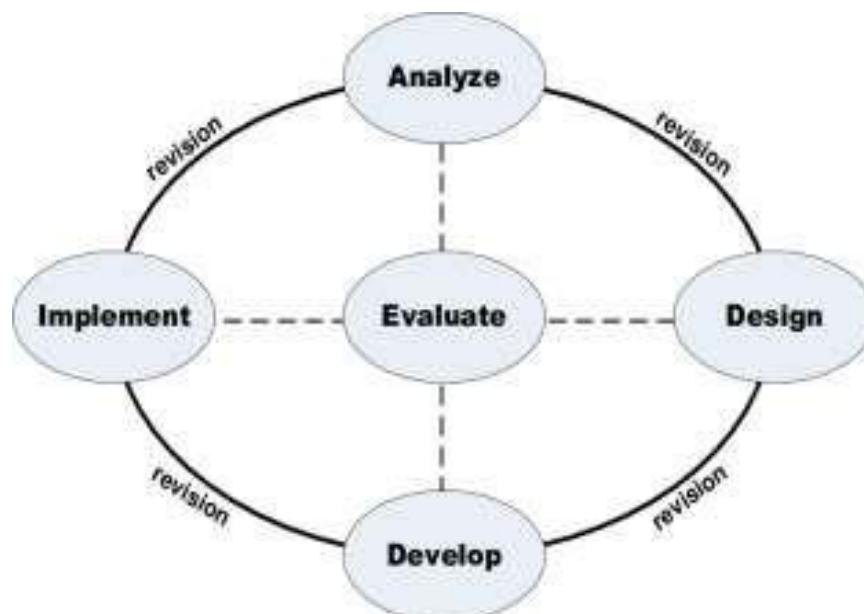


Fig. 1. ADDIE research model

The research and development stages of the ADDIE model can be described as follows: (1) The analysis stage, carried out to determine the needs of media development carried out through literature studies and needs analysis. The needs analysis is carried out through direct interview activities to determine the solution to existing problems; (2) The design stage consists of two steps, namely product design and preparation of validation instruments. The first step in product design is to create a

flowchart, create a media design (*storyboard*), and compile materials and questions based on basic competencies, indicators and learning objectives; (3) The development stage is the product realization stage where the religious value-based *articulate storyline* media for sexual education in elementary school children is created and developed in accordance with the flowchart and media design at the previous stage. At this stage the finished product is validated by expert validators before implementation. The results of input and suggestions obtained at this stage will be used as the basis for product revision or improvement; (4) Implementation stage, this stage is the stage of implementing products that have been validated by experts; (5) Evaluation stage, this stage is the final stage carried out by reviewing the product to see and correct errors that are still present in the previous stage. Evaluation in ADDIE research is carried out at each stage of the research. The data collection tools used in this research are literature studies and expert validator assessment instruments, teacher and student responses. The expert validation assessment instrument consists of material experts, linguists, media experts and learning experts. Data analysis techniques were applied using qualitative and quantitative analysis techniques. Qualitative analysis techniques were applied to analyze descriptions in the form of comments and suggestions obtained during the development process, while quantitative analysis techniques were applied to describe the assessment results obtained from expert validator assessment sheets, teacher and student responses. The assessment sheets from expert validators and teacher responses were measured with a *Likert* scale of 5 types of answers including: very good (5), good (4), quite good (3), less good (2) and very less good (1), while the student response assessment sheets were measured with a *guttman* scale with 2 types of answers including: yes (1) and no (0).

2.2. Data Collection and Analysis Techniques

The data obtained from the research in the form of qualitative and quantitative data obtained through the use of data collection instruments. The data collection instruments used in this study are the results of the assessment of media expert validators, material experts, learning experts, linguists and teacher and student response questionnaires. The assessment sheets used in this study consisted of expert validation assessment sheets by media experts, material experts, learning experts and linguists and teacher and student response assessment sheets. The results of the validation of expert assessment sheets and teacher responses were analyzed quantitatively using a scale ranging from 1 to 5. The lattice of expert validation instruments is presented in [Table 1](#).

Table 1. Grids of assessment sheets for media experts, material experts, learning experts and linguists

	Aspects	Indicator
The quantitative assessment results from students use a Guttman scale	Presentation of material	Completeness of material content Material presentation technique
	Display presentation	Supports learning Media display technique
	Linguistics and readability	Ease of use Use of language Readability
Teacher response assessment sheet grids	Religious Value	Religious values that are instilled
	Learning	Clarity of learning flow Independent use of media
	Curriculum	Suitability of media content to the curriculum Delivery of learning indicators and objectives
	Content	Suitability with KD, indicators and learning objectives Suitability of material with religious character values
Student response assessment sheet grids	Media	Instructions for use are clear Creativity of media display and content
	Media Operation	Ease of media use
	Content/Material	Material suitability Presentation of material
	View	Media display Use of animation

3. Results and Discussion

The results of research and development are oriented towards the ADDIE model which takes place in five stages, namely *analysis*, *design*, *development*, *implementation* and *evaluation*. The results of the research and development are described as follows.

3.1. Analysis Stage

At the analysis stage, three steps are carried out, namely problem analysis, media needs analysis and school curriculum analysis:

- Problem analysis, problem analysis is carried out through literature study activities and interviews with grade 1 homeroom teachers. From the interview activities that have been carried out, data is obtained that there is no availability of learning media whose material is integrated with religious values to provide sexual education to children by utilizing technology in it. In the learning process teachers have not used learning media that utilize technology. Technology utilization is limited to using zoom or google meet only. The delivery of learning materials, especially on the theme of myself, from the results of the interview the teacher explains using printed books, pictures, and dolls. Teachers have not modified the delivery of material on the theme of myself by integrating it into religious character values through learning media. Integrating religious character values on the theme of me is very important to do, with the aim of increasing students' understanding of the creation of sensory organs, how to keep limbs clean, introduce body parts that can be touched and cannot be touched and body parts that must be protected from the Al-Qur'an, As-Sunnah and Hadith. The provision of material by taking the theme of myself can be used to provide sexual education in elementary school children. Therefore, it is necessary to provide provision in the form of knowledge to children to be able to prevent acts of sexual violence through strengthening material about body members contained in class 1 theme 1 myself sub- theme 2 my body subjects of Indonesian Language and Physical Education. The role of the teacher is very supportive to provide understanding to students through learning activities at school. Based on this, it is necessary to convey material about the theme of myself sub-theme of my body in Indonesian and PJOK subjects based on religious values through learning media that can be used as sexual education in elementary school children.
- Media needs analysis, carried out to determine the media that can be used to overcome problems related to the process of delivering material contained in the theme of myself to provide information related to sexual education in elementary school children. Based on the needs analysis, it is necessary to develop learning media by utilizing technology using the religious value-based *articulate storyline* application that can be used as a medium for sexual education in elementary school children by taking the material contained in the theme of myself, the sub-theme of my body in the fields of Indonesian Language and Physical Education for grade 1 students.
- Analysis of the school curriculum, analysis of the school curriculum is carried out through activities to review the curriculum applied by the school. The curriculum applied is the 2013 curriculum. Learning activities in the 2013 curriculum are carried out thematically-integrated. The thematic book utilized in this study is a book on the theme of myself, the sub-theme of my body in the fields of Indonesian Language and Physical Education for grade 1 students.

3.2. Design stage

At the design or design stage, researchers outline the outline of the content design that will be presented on the developed media. The design stage is carried out through three steps, namely, preparation of validation instruments, making product designs, and making media. Religious value-based *articulate storyline* media for sexual education in elementary school children is made for the theme of myself, the sub-theme of your body in the fields of Indonesian language and physical education in grade 1 elementary school. Basic competencies in the field of Indonesian language 3.4 determine vocabulary about body members and five senses and their care through short texts (in the form of pictures, writings, simple slogans, and / or song verses) and environmental exploration. Basic competencies in the field of PJOK 3.8 understand body parts, body parts that can and should not be touched by others, how to keep them clean and clean clothes. *Articulate storyline* media contains basic competencies, indicators, learning objectives, material and there are practice questions. The presentation of the material is presented in accordance with the characteristics of low- grade students equipped with text or writing, images, narration sounds and videos. Media illustrations are made with attractive and colorful designs. Furthermore, making flowcharts and storyboards to facilitate the process of preparing media in the *articulate storyline* application and compiling expert validation instruments to assess products and teacher and student response questionnaires. Flowchart of *articulate storyline* media based on religious values for sexual education in elementary school children can be shown in Fig. 2.

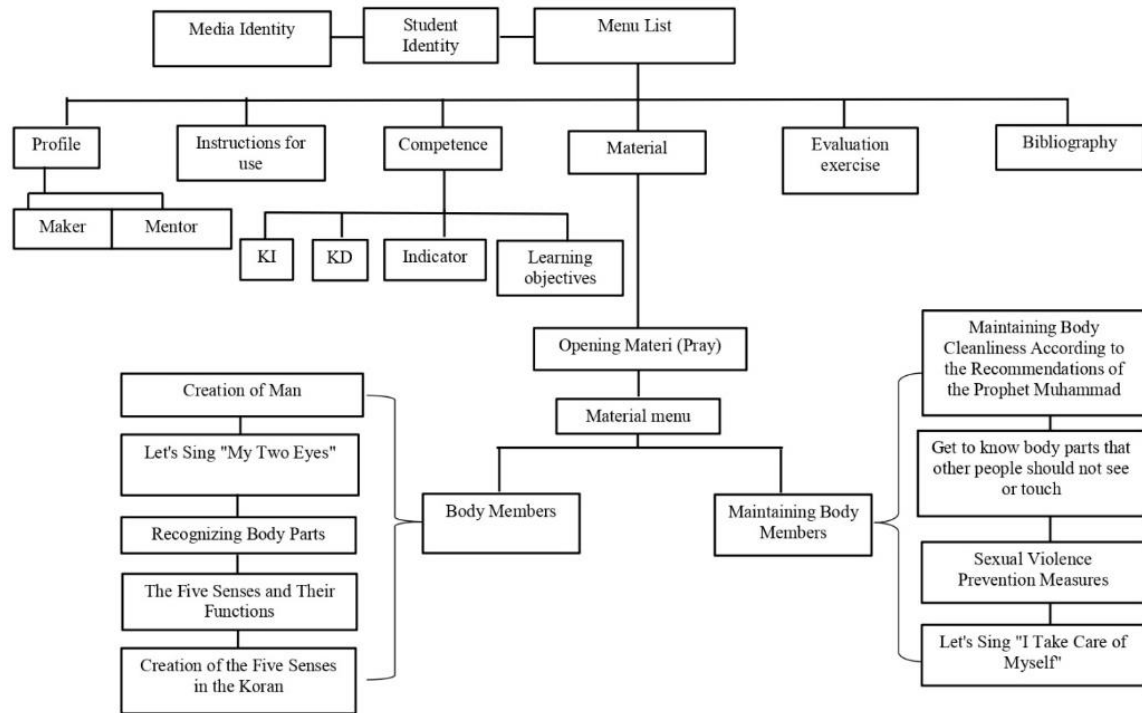


Fig. 2. Articulate storyline media storyboard

Making flowcharts designed by researchers has a function to determine the flow of the navigation structure of *articulate storyline* learning media from one display to another. While making a storyboard is done by making an overall picture of learning media that will be loaded in the *articulate storyline* application. Storyboard serves as a guide to facilitate the process of making media to be systematic.

3.3. Development stage

This stage is the product development stage, where the flowchart and storyboard of the *articulate storyline* media are realized into the actual media form. The materials that have been compiled at the design stage are then arranged and assembled into a complete media using *articulate storyline* software. Then the finished product is in the form of *html* which is inserted into the CD which is then converted into a link that can be forwarded to the user. *Articulate storyline* media has 6 menus that can be accessed by users including the profile section menu, instructions for use, competencies (KI, KD, indicators and learning objectives), material, evaluation exercises and bibliography. An example of the *articulate storyline* media menu display can be seen in Fig. 3.



Fig. 3. Example of *articulate storyline* media menu page display

The material page displays material about my body which is presented by integrating religious character values sourced from the Al-Quran and Hadith. The material page is presented to help students to be able to learn independently easily anytime and anywhere. The material page contains the title of the material and several navigation buttons, namely main menu navigation, sound settings, navigation to the next/previous page and navigation out of the media. The existence of this navigation aims to provide convenience to students in using the media. The following is an example of the appearance of the material page in the media Fig. 4.



Fig. 4. Example of articulate storyline media material page display

In the *articulate storyline* media there is also an evaluation exercise menu that contains evaluation questions. These questions can be used as practice media by students to measure the extent to which students understand the material that has been presented in the media. In this question exercise menu, the questions presented are multiple choice questions, matching questions and short fill-in questions. After completing the exercise problem, the score obtained by the student and the answer key will appear. The last step of the development stage is to conduct product assessment to experts consisting of material experts, linguists, media experts and learning experts who aim to assess the product before it is tested on teachers and students. The results of product validation by material experts, linguists, media experts and learning experts are presented in Table 2.

Table 2. Product assessment results of *articulate storyline* media

No.	Expert Validation	Validation Value	Category
1	Material expert	85	Very good
2	Linguist	89.2	Very good
3	Media Expert	86.6	Very good
4	Learning Expert	79.1	Good
	Average	85	Very good

If interpreted, the validation value of the experts refers to the percentage of validation value according to Rahma *et al* [38] is in the value range $81 \leq N \leq 100$, which means very good. Table 3 is the interpretation criteria for expert validator assessment scores.

Table 3. Interpretation criteria for expert validator assessment

No.	Value	Category
1	$81 \leq N \leq 100$	Very good
2	$61 \leq N < 81$	Good
3	$41 \leq N < 61$	Good enough
4	$21 \leq N < 41$	Less Good
5	$81 N < 21$	

In addition to obtaining assessments from expert validators, input and suggestions were also obtained on product development which were used as material for product revision before testing. Comments and suggestions from material experts include: (1) The material is well presented; (2) Adding bibliography sources for images taken from the internet. Comments and suggestions from linguists include: (1) Correct capitalized conjunctions to lowercase letters; (2) Correct words that are not appropriate with correct language rules. Comments and suggestions from media experts include: (1) Adding the identity of the developer, university, faculty and study program on the opening page of the media; (2) Replacing the background with a simpler look; (3) Replacing the menu list display; (4) Replacing the material menu display and adding a concept map to each discussion of the material,

(5) Narration sounds are incorporated into the media, no need to add their own navigation buttons; (6) Replacing the layout of the home, exit, back and next buttons and adding navigation buttons that lead to the material concept map. Comments and suggestions from learning experts include: (1) Add KI, KD, and learning objectives to the lesson plan; (2) Replace images that are not clear.

3.4. Implementation stage

The implementation stage is the stage of applying the product produced by the researcher. Before implementing the product implementation, it goes through an improvement stage based on the comments and suggestions of expert validators (material, language, media and learning). The implementation stage is carried out by being used to users through trial activities for teachers and grade 1 students at SD Muhammadiyah Karangajen. Teachers and students were given an assessment sheet that had been validated by instrument experts to provide an assessment of the religious value-based *articulate storyline* media for sexual education in elementary school children developed by researchers.

The teacher response assessment was given by SSW, 1st grade homeroom teacher and the student response assessment was conducted in grade 1 with a total of 19 students. At the implementation stage, teachers and students gave an assessment accompanied by comments and suggestions. The comments and suggestions given by the teacher were that the media developed was very good and in accordance with the conditions of the school which prioritized Islamic character. While comments from students mention that the media developed is very fun and adds to the spirit of learning. The teacher response assessment contains the recapitulation of the media quality assessment given by the teacher from each statement, the following are the results of the assessment obtained from the teacher's response. Based on Table 4, the results of the teacher response assessment were obtained with a score of 94.3. So the conclusion of the teacher response assessment of the quality of *articulate storyline* media is "Very Good" to be used in learning activities.

Table 4. Assessment Results of *Articulate Storyline* Media According to Teacher Responses

Assessment	Value	Category
Class 1 Teacher	94.3	Very good

Based on Table 5, the results of the student response assessment were obtained with a value of 85.1. So the conclusion of the assessment of student responses to the quality of *articulate storyline* media is "Very Good" to be used in learning activities. The overall assessment results obtained from expert validators, teacher responses and student responses are recapitulated to obtain final data on the quality of the *articulate storyline* media developed.

Table 5. Assessment Results of *Articulate Storyline* Media According to Student Responses

Assessment	Value	Category
Trial 19 students	85,1	Very good

Based on Table 6, the results of the assessment of expert validators, teachers and students on the quality of *articulate storyline* media based on religious values for sexual education in elementary school children get a score of 88.1 in the "Very Good" category. The following is a graph of the overall assessment results that have been obtained on the quality of *articulate storyline* media based on religious values for sexual education in elementary school children.

Table 6. Average Media Quality Assessment Results

Assessment	Value	Category
Expert validator	85	Very good
Teacher assessment	94.3	Very good
Student assessment	85.1	Very good
Total	264.4	
Value	88.1	
Category		Very good

Fig. 5 is the Overall Assessment Results.

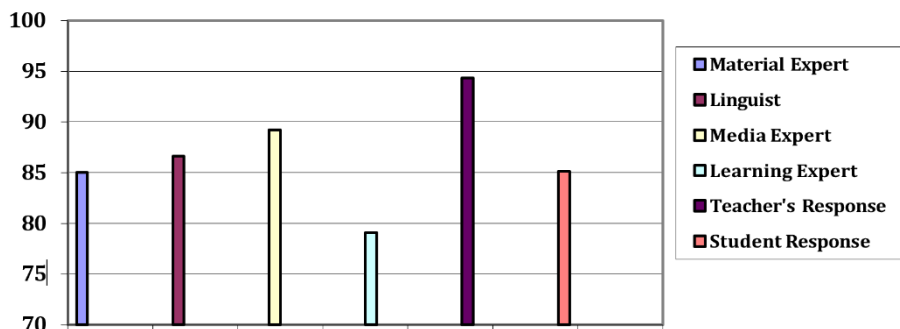


Fig. 5. Overall Assessment Results

3.5. Evaluation stage

The evaluation stage is the final stage of the ADDIE research and development model. The evaluation stage has been carried out, starting from the analysis, design, implementation and development stages. At this stage, the product is reviewed to see the errors that are still present in the previous stage. The final stage of evaluation was carried out by analyzing the results of the data that had been obtained during the development process from the expert validator assessment sheets (material, language, media and learning), teacher and student responses. The analyzed data consists of assessment results, comments and suggestions used to find weaknesses or shortcomings to make product improvements so as to obtain the final product of *articulate storyline* media based on religious values for sexual education in elementary school children that have quality and are suitable for use. *Articulate storyline* media has been revised based on input and suggestions from validators. The resulting research and development product is in the form of religious value-based *articulate storyline* media for sexual education in elementary school children who are guided by the ADDIE model with 5 stages, namely analysis, design, development, implementation and evaluation. The data obtained from the development research includes the results of the assessment by material experts, linguists, media experts, learning experts, teacher and student responses. Learning media is made using *articulate storyline* software. The final result of *articulate storyline* media is in the form of *html5 web*, then hosted to turn *html5* into a link that can be copied and shared with teachers, students or other users. The material contained in the learning media using *articulate storyline* is developed integrated with religious values. Integration of religious values through teaching materials is one of the actions to provide an understanding of learning materials in a complex manner, not only general knowledge but also learning the values listed in the material. The integration of religious knowledge into general science is a necessity in order to avoid the dichotomy of science. By giving a touch of religious values into the general field, students will feel that religion is always there in life.

The delivery of material integrated with religious values takes the theme of myself, the sub-theme of my body in the fields of Indonesian Language and Physical Education for grade 1 students includes material about recognizing body members and the five senses, the creation of the five senses that have been mentioned in the Qur'an, how to take care of the body according to the Prophet's recommendations, and knowing about body parts that can and cannot be touched by others. The presentation of the theme material "myself" sub-theme "my body" in the fields of Indonesian Language and Physical Education is presented based on religious values to be able to become educational material for sexual education in elementary school children. This agrees with research [28] that integrating religious values in the learning process can be a form of action to prevent acts of sexual deviance early on to protect children from becoming victims or perpetrators of sexual violence. Therefore, the material contained in the theme "myself" sub-theme "my body" in the fields of Indonesian Language and Physical Education is used by researchers to be presented through religious value-based *articulate storyline* media for sexual education in elementary school children.

Learning media using the *articulate storyline* application is developed based on the level of development of the characteristics of students who are in the lower grades of elementary school. Where elementary school students in the developmental stage of thinking are in the concrete stage [20]. The *articulate storyline* media design is presented very interestingly accompanied by images, audio and video to make it clearer for students to understand the learning material presented. The media is designed to be used in independent and group learning activities, equipped with profiles, instructions for use, competencies (KI, KD, indicators and objectives), materials, evaluation exercises

and references. The final product of *articulate storyline* learning media is *html5 web-based* which can be accessed online or offline using laptop and smartphone software. The use of learning media using *articulate storyline* for elementary school students can increase students' enthusiasm, interest and energy when participating in learning activities. Through the use of learning media assisted by *articulate storyline*, it plays an important role in making it easier for teachers to present learning materials to students. This is supported by research findings [39] entitled "Development of Thematic *Articulate Storyline*-Based Interactive Learning Media for Learning Interest of 4th Grade Elementary Students" from the research conducted revealed that the use of learning media using *articulate storyline* can assist teachers in explaining the material to be conveyed, support students to learn the material and can foster student encouragement and attention when participating in the learning process.

There are several advantages of the religious value-based *articulate storyline* media for sexual education in elementary school children developed compared to other *articulate storyline* media. (1) The media is presented using Islamic images such as pictures of teachers and children who are dressed in closed clothes; (2) The media is not only equipped with writing or text but also equipped with images, narration sounds and videos that can assist users in using the media independently; (3) The final result of the media after being published in the form of *html5 web* then hosted to be able to be used as a link that can be shared with teachers and students so that it can be operated without space and time limitations; (4) The media can make it easier for teachers and students to meet the learning objectives that have been determined. This *Articulate Storyline* software also has disadvantages, namely the disadvantage of *Articulate Storyline* is the price of permission to own the software itself. This is reinforced by the results of research [40] with the title "*Articulate Storyline* as an Interactive Learning Media for Madrasah Ibtidaiyah Students" shows that the use of media with the help of the *articulate storyline* application can be utilized to make it easier for students to learn material and help teachers to meet learning objectives, because the features contained in the *articulate storyline* media are very interesting such as text, images, videos and sound.

4. Conclusion

Based on the description of the research results and discussion, conclusions can be drawn regarding the development of *articulate storyline* media based on religious values for sexual education in elementary school children, including; (1) the development of *articulate storyline* media based on religious values for sexual education in elementary school children was developed through five stages of development, namely, analysis, design, development, implementation and evaluation; (2) the results of the validation test of the four validators on the media aspects; (3) the results of teacher and student responses show that the media is very well used in learning; (4) *articulate storyline* media based on religious values for sexual education in elementary school children can help provide an understanding of body members sourced from the Al-Quran, As-Sunnah and hadith so as to provide understanding to students in maintaining body members properly. *Articulate storyline* media as a religious value-based learning media for sexual education in elementary school children has advantages and disadvantages for further development, can be re-evaluated so that it can be disseminated in other subjects by taking into account the conditions, scope of learning materials and student characteristics. So that media development for sexual education does not only use *articulate storyline* but can use the right type of media according to development capabilities and environmental conditions.

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