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The Effectiveness of Interactive Learning Media Based On Articulate Storylines In *Balaghah* Learning

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Abstract

This study aims to analyze in depth the effectiveness of Articulate Storylines as a learning medium for learning *Ilmu Bayan* in the *Balaghah*. This study uses a literature review method. The data analysis techniques employed in this study involve examining theories and ideas presented in the literature relevant to the research topic. Data collection in this study was conducted through various diverse literature sources, such as articles, journals, books, and research relevant to Articulate Storylines and *Ilmu Bayan* learning. Literature sources obtained from various references are analyzed carefully. These sources are selected to provide in-depth insights into the application of technology that can be used in language education, especially in increasing the effectiveness of *Ilmu Bayan* learning. *Ilmu Bayan* is one of the *Balaghah* branches that is often considered a branch with difficult material to understand, because the material of *Ilmu Bayan* contains kinayah, isti'arah, majaz, and tasybih, which are almost similar. Therefore, the use of Articulate Storylines media can be a solution to understanding and differentiating the materials in the study of *Ilmu Bayan*. It is because Articulate Storylines has highly effective features to support improved learning outcomes, not only making learning enjoyable but also enhancing the learning process to be innovative and effective.

Keywords: *Articulate Storylines, Ilmu Bayan, Balaghah Learning, Arabic Learning Media*

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Introduction

Balaghah is one of the subjects in Arabic language learning (Nashif, 2018). *Balaghah* is a branch of Arabic language science that studies fluency, beauty, and precision of language, as well as how to convey messages in effective and impressive communication. The message is delivered in the appropriate context and situation, thus conveying clear meaning to the listener. *Balaghah* is generally divided into three disciplines: ma'ani, bayan, and badi' (Dardiri, 2019). Ma'ani studies how to convey a message to an audience, taking into account the situation, conditions, and effectiveness of language (Rafi', 2023). Bayan is a branch of *Balaghah* that studies how to convey a message or meaning using various methods (A. G. F. A. Marlion, 2021). Badi' studies how to embellish words and enhance meaning when conveying a message to others (Kamaluddin, Ferki Ahmad Marlion, Nurlaila, Amelia, 2023). One branch of *Balaghah* learning is Bayan, which studies how to convey meaning to the interlocutor through various methods. These methods include tasybih, majaz, kinayah, and the isti'aran method (F. A. dan T. Y. W. Marlion, 2019). Bayan learning should be the most engaging learning experience in Indonesia, as this material is also part of the Indonesian language learning elements we have already learned (M Abdul Jawwad, 2017). However, students often make mistakes when using different methods in Bayan. This is due to the material being too complex or the inappropriate media and learning methods.

Balaghah learning is one of the subjects that is considered difficult to understand by students, especially high school students. This is evidenced by the low understanding and grades of many students in this *Balaghah* course and also the minimal understanding of the *Balaghah*. The low success rate in *Balaghah* material is caused by monotonous learning strategies, only using lecture methods and using books as the only media and learning resources. Media and technology that should be able to support student understanding are not used in the learning process. Therefore, researchers want to provide a solution to increase student success in understanding *Balaghah* material by using interesting learning media and encouraging students to delve into the material properly. The use of engaging learning media in the learning process significantly supports students' understanding of the material being taught (Gunarti, 2020). Effective Arabic language learning media can significantly contribute to the success of the teaching and learning process. These media help students understand the material, increase motivation, and make learning more engaging and memorable (Rahmawati, 2019). These engaging media are widely available on online platforms and Android applications that can be accessed via laptops or mobile phones (Irtawati, 2018).

The use of technology-based media in the learning process aims to make learning more engaging and high-quality for students. Teachers must innovate in the 21st-century education era by creating interactive learning activities to develop student skills. Using interactive learning media can contribute to more effective learning (Faridatul 'Azza, 2024). Innovation and the use of interactive learning media are not merely optional, but are essential to meet the diverse learning needs of students in this digital age. Teachers are required not only to master the subject matter but also to utilize technology to create an engaging learning environment (Choiratinnisa, 2022). By utilizing interactive media, such as instructional videos, digital simulations, and interactive language learning applications, students can be more actively involved in the learning process and more easily grasp difficult concepts.

Innovative technology-based learning media are abundantly available on digital platforms (Shalikhah, 2021). There's the Movizu app, which can create animated Arabic conversations (Hanif et al., 2022). There are video editing apps to support fluent Arabic language expression, encouraging students to imitate everyday expressions expressed in videos edited with Camtasia (Kamaluddin, Ferki Ahmad Marlion, Nurlaila, Amelia, 2023). Adobe Flash CS6 can also create engaging Arabic video animations to spark students' interest in expressing Arabic in their daily lives (Kamaluddin, Ferki Ahmad Marlion, Nurlaila Nurlaila, Amelia Amelia, Lathifah Al Husna, Hamidah Fitri, 2023). One suitable medium for *Balaghah* (Bayan) learning is Articulate Storyling. Articulate Storyling is software used to create interactive learning media, particularly in HTML5-based presentation formats. This application allows users to create engaging and interactive learning content with various elements such as animation, images, video, and sound, similar to PowerPoint but with richer and more interactive features (Misie Adityarini, 2025).

Articulate Storylines is software used to create interactive learning media, primarily in HTML5-based presentation formats. This application allows users to create engaging and interactive learning content with various elements such as animation, images, video, and sound, similar to PowerPoint but with richer and more interactive features. Articulate Storylines serves as a tool for developing interactive learning media, such as presentations, online courses, and training modules. This application allows users to add interactive elements to presentations, such as quizzes, simulations, and triggers that control the flow of the presentation. The output from Articulate Storylines can be in HTML5 format, which can be accessed on various devices such as computers, tablets, and smartphones (Aldina Eka, 2025)

Some of the advantages of Articulate Storylines include ease of use, the ability to create engaging and interactive content, and flexibility across multiple platforms (Megawati Idris, Suwito Eko Pramono, 2025). Articulate Storylines is widely used in education to create more engaging and effective learning materials, as well as in corporate training for human resource development. Articulate Storylines is particularly helpful in learning *Balaghah* and the *Ilmu Bayan*. It includes features that support creating an engaging learning environment and encourage students to practice the material taught through Articulate Storylines.

There are several studies that are relevant to this research, including research conducted by Fitri Sukmarini and friends, the study entitled Utilization of Articulate Storylines 3 as Interactive Learning Media to Increase Students' Arabic Learning Motivation (Hadza et al., 2020). In the study, Fitri Sukmarini wrote that Articulate Storylines 3 can increase students' learning motivation based on several indications, namely students' interest in Arabic language subjects, students become responsive in the learning process, students are more focused in learning, students become more courageous in asking questions and responding to questions from teachers (Fitri Sukmarini, Mauludiyah Lailatul, Roziqi & Nurdianto, 2021). The difference between the research conducted by Fitri and this research is in terms of research methods and research objects, the author uses a literature review method while Fitri and friends use an experimental method, the research object that the researcher uses is the learning material of *Ilmu Bayan* in the material of *Balaghah*, while Fitri and friends use Arabic language material in general in their research objects

Another study that also examines the use of Articulate Storylines media is a study conducted by Mohammad Nur Khalis and his colleagues, the study entitled Design of Learning Media Development with Articulate Storylines for Learning Maharah Kalam in Hiwar Class 9 MTs. In the study, Mohammad Nur found that in the results of the discussion, the author first analyzed the basic competencies of students related to Hiwar for students' Maharah al-Kalam learning based on KMA 183, as well as the framework, process of making and designing Articulate Storylines media containing material on Maharah Al-Kalam in Hiwar material made using the features available in the Articulate Storylines application so that the content of the material becomes more interesting. Then carry out evaluations and improvements. This media can also be accessed via the web by sharing links online or offline with output format in HTML5 (Mamonto, 2022). The research that Mohammad Nur did is different from the research that the researcher wrote, in terms of the research object, Mohammad Nur used Hiwar material while the author used *Ilmu Bayan*. The researcher hopes that this research will be useful to support success in learning Ilmu Bayan, which is one of the branches in learning the *Balaghah*.

Method

The research method used in this study is library research. The data analysis technique in this study involves studying theories and ideas contained in various literature relevant to the research topic. This study analyzes previous studies on the effectiveness of using Articulate Storylines in learning *Ilmu Bayan*, with the aim of gathering information regarding the effectiveness of using Articulate Storylines as an interactive learning medium in *Ilmu Bayan*.

Data collection for this study was conducted through various literature sources, such as articles, journals, books, and previous research relevant to Articulate Storylines and *Ilmu Bayan* learning. The literature sources obtained from these various references were carefully analyzed. These sources were selected to provide in-depth insights into the application of technology in language education, particularly in enhancing the effectiveness of *Ilmu Bayan* learning

Finding and Discussion

Articulate Storylines Learning Media

To make Arabic learning more engaging, innovative methods must be employed. Innovation in Arabic language learning methods is crucial for increasing the effectiveness and appeal of learning, as well as adapting to current developments and student needs (F. A. Marlion et al., 2021). Innovative methods can help students better understand the material, improve information retention, and develop more comprehensive Arabic language skills (Habiburahman, 2025). Innovative learning methods are those that introduce new understandings currently trending in America and Europe. These methods utilize interactive, innovative, creative, and effective media to improve the quality of Arabic language learning. Innovative methods can be tailored to meet the diverse learning needs of each student, making learning more personalized and relevant (Arsyad, 2010).

One of the most effective media used in the learning process is Articulate Storylines. Articulate Storylines is e-learning software that supports learning and presentations with interactive designs. Developed by Articulate 360 in 2001, a company engaged in the field of e-learning. This software allows publication in various formats such as SWF, HTML5, CD, and website, making it possible to publish and access on a PC easily. Articulate Storylines has a similar appearance to Microsoft PowerPoint and can be used offline, making it easy for new users to use.

This software includes various features that enrich teacher interactions with students. User creativity in designing attractive slides to integrate the right art elements, features, and techniques can create interesting presentations and increase student engagement in learning (Faridatul 'Azza, 2024).

Articulate Storylines is software that functions as a learning support tool. This e-learning application is based on presentation points, similar to Microsoft PowerPoint (Al-ansori, 2023). This application can display or display a presentation storyline that can combine all media tools and instruments to support learning, such as the use of moving animations, background sound, images, and interactive videos (N. F. A. Marlion, 2022). This makes this application capable of creating more engaging presentations. Furthermore, Articulate Storylines is also accessible online because it uses the HTML5 format, making it easy for teachers and students to access it from various devices (Fitri Sukmarini, Mauludiyah Lailatul , Roziqi & Nurdianto, 2021).

Articulate Storylines is a software tool for creating presentations, similar to Microsoft PowerPoint. Articulate Storylines combines text, images, video, animation, and sound to create engaging visual presentations (Hadza et al., 2020). The difference lies in the software's easy-to-use features, such as timelines, movies, pictures, characters, and more. Articulate Storylines is a multimedia authoring tool for creating interactive multimedia applications with content in the form of text, images, graphics, sound, video, and even animations and simulations. Articulate Storylines is published in web-based media (HTML5) or application files (.exe) that can be run on various devices, including laptops, tablets, and smartphones. This application allows educators to unleash their creativity to a higher level. Educators can also easily visualize their stories in the form of storylines. Articulate Storylines offers a variety of features for creating interactive learning media. Some of its key features include timelines, layers, triggers, and players. These features allow users to organize the appearance of objects, separate content, add interactions, and customize elements around slides.

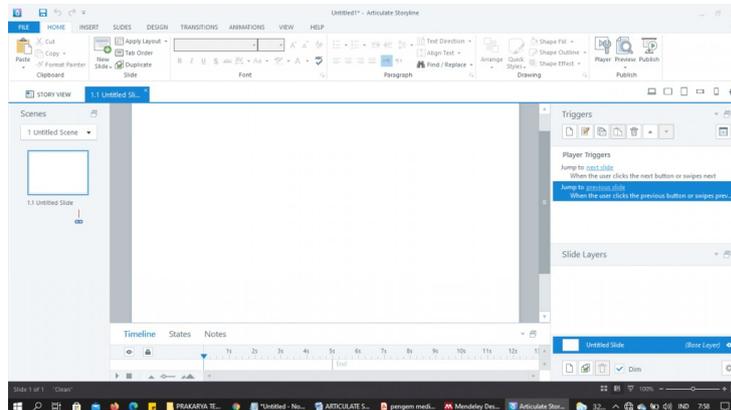


Figure 1: Features found in Articulate Storylines

Timeline: This feature allows users to set the appearance time and duration of objects on a slide. Users can control when an image, text, or other element will appear, as well as how long it will be visible. The timeline is used to determine when and how long an object will be displayed on the media.

Layers: This feature is used to separate different objects or content on a single slide. With layers, users can create more complex interactions by showing or hiding certain objects based on user actions. Layers are an essential part of Articulate Storylines. Layers are used to separate objects (content) from one another.

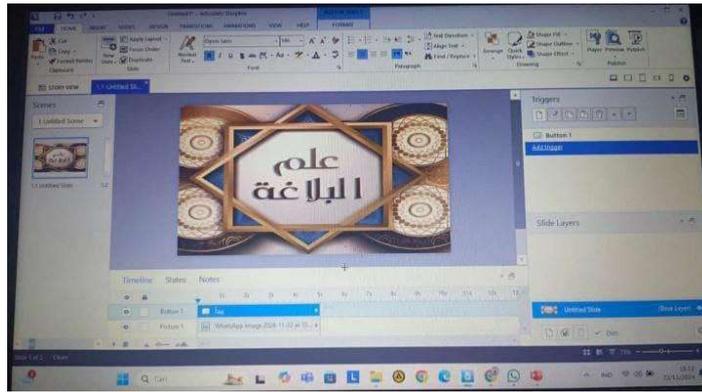


Figure 2: Layer using *Balaghah*

Trigger is a command or control given to an object to perform a specific action. For example, when a user clicks a button, the trigger can be set to display additional information, play audio, or move to the next slide. A trigger is a command/control you give to a specific object to perform the desired action.

Player: Player usage: The player in Articulate Storylines is a feature that surrounds the slide. This feature can include menus, slide notes, a glossary, resources, a seekbar, navigation buttons, and other components added around the slide. Players are elements that surround the slide, such as menus, navigation buttons, seekbars, slide notes, and other resources. This feature allows users to interact with the learning media and access supporting elements.

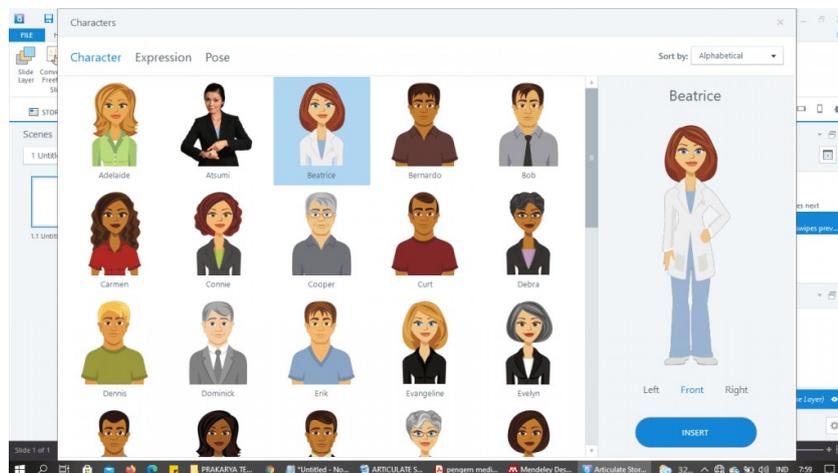


Figure 3: Example of animation in Articulate Storylines

Character Animation, Articulate Storylines allows you to create character animations for interactive presentations. The application provides various options for creating character animations, including adding images, videos, and built-in animations, as well as controlling character movement and interaction using triggers.

Application of Articulate Storylines in Learning *Ilmu Bayan* in the *Balaghah*

Ilmu Bayan in *Balaghah* is a branch of knowledge that studies how to convey meaning using various styles of language (uslub) (Amarulloh, 2024). Its goal is to express an idea or message in the most effective and beautiful way possible, according to its context. The *Ilmu Bayan* helps one understand how meaning can be conveyed through a variety of expressions, such as tasybih (parables), majaz (figures of speech), and kinayah (sarcasm)(F. A. Marlion, 2016)

By expressing and understanding the *Ilmu Bayan*, one can convey messages more effectively and precisely in Arabic, and can understand the meaning contained in the Qur'an and hadith more deeply using various methods and means (Habiburahman, 2025). By studying the *Ilmu Bayan*, one can develop richer and more effective language skills, and be able to understand the beauty and depth of Arabic. The *Ilmu Bayan* also helps in understanding the style of the Qur'an and classical Arabic literature (Naja, 2025). Learning Bayan can be optimized by using Articulate Storylines. Storylines allow Bayan material to be presented interactively through engaging multimedia presentations, combining text, images, videos, animations, and interactive quizzes to enhance student understanding and learning engagement.

Articulate Storylines can be considered highly effective for use in learning, particularly in Arabic language learning, because it is easy to operate and can present learning materials in a more engaging and effective way, helping students learn and also making it easier for them to understand the learning. The effectiveness of using Articulate Storylines is evident in the results of research conducted by Al-Ansori (Al-ansori, 2023). In Arabic language learning, Articulate Storylines has been proven to have a positive impact on student learning activities and outcomes. One example is its application in the study of grammar (nahwu) in the *Maharah al Kitabah* (The Book of Recitation). Grammar is an important branch of Arabic that studies sentence endings related to *i'rab* (i'rab), structure, and sentence form. Given the importance of grammar, innovation is needed to attract students to learn it. Articulate Storylines makes it easier for students to understand grammar rules more effectively. Teachers can deliver material in an interesting way through images, animations, and videos, as well as provide interactive exercises to strengthen students' understanding.

Similar things are also found in the research conducted by Mohammad Nur khalis and friends, the research entitled Design of Learning Media Development with Articulate Storylines for learning *Maharah Kalam* in Hiwar Class 9 MTs. In the research, Mohammad Nur found that In the results of the discussion, the author first analyzed the basic competencies of students related to Hiwar for learning *Maharah al-Kalam* students based on KMA 183, as well as the framework, process of making and designing Articulate Storylines media containing material about *Maharah Al-Kalam* in Hiwar material made using the features available in the Articulate Storylines application so that the content of the material becomes more interesting. Then carry out evaluations and improvements. This media can also be accessed via the web by sharing links online or offline with output format in the form of HTML5, the results of the study found that there is a significant influence between students' *maharah kalam* abilities if learning uses Articulate Storylines (Mamonto, 2022). To use Articulate Storylines as a learning medium for Bayan *Balaghah*, you can follow these steps: Create a new project in Articulate Storylines, Design learning content, Add interactive elements, Publish the project, and Test the learning media.

1. Preparation and Creation of a New Project:

The preparation and creation of a new project in Articulate Storyline begins with the installation and access process. Before using the application in *Balaghah* learning, the software must first be installed on the teacher's computer. The installation can be done by downloading the Storyline 3 installation file from the official Articulate website, then running the file and following the instructions provided on the screen. During this process, the user selects the preferred

language and agrees to the user license agreement. Once the installation is successfully completed, the application can be opened and used to design learning projects. At this stage, teachers can create a new project, add *Balaghah* materials, and design interactive elements that support student engagement. After the project is completed, it can be published so that students are able to access and utilize the learning media effectively. Display Design:

2. Choose a theme or create an attractive display design that aligns with the Bayan *Balaghah* material.

The next stage is to select a theme or design an attractive display that corresponds to the Bayan *Balaghah* material. A well-chosen theme not only enhances the visual appeal but also ensures that the design remains consistent with the learning objectives. Once the display design has been determined, the focus shifts to structuring the learning content. At this stage, the material is organized systematically by arranging theoretical explanations, illustrative examples, interactive exercises, and quizzes. Such a structured approach allows learners to progress gradually from understanding basic concepts to applying them in practice, while maintaining their engagement through interactive elements. Design of *Ilmu Bayan* learning content created with Articulate Storylines.

Before developing the learning media in Articulate Storyline, it is essential to begin with careful analysis and planning. The first aspect to be determined is the learning objectives, which in this context focus on enabling students to understand the fundamental concepts of *Ilmu Bayan* in *Balaghah*. Through this process, students are expected to recognize examples of *Ilmu Bayan* in the Qur'an or other Arabic texts and to apply these concepts in text analysis. Equally important is the identification of the target audience, namely students who are engaged in studying *Balaghah* at the intermediate to advanced level. By defining these objectives and audiences at the outset, the design of the learning media can be better aligned with the needs and abilities of learners, ensuring that the instructional process is both relevant and effective. Delivery Strategy:

3. Interactive media with text, images, audio, and practice questions to engage students.

The integration of interactive media in the form of text, images, audio, and practice questions is essential to foster student engagement and create meaningful learning experiences. Articulate Storyline provides facilities for designing such media through a systematic slide structure and design. The conceptualization of slide design plays a crucial role because it determines how learning content is presented in a way that is not only orderly but also appealing and interactive. In this context, the slide structure is arranged to support gradual learning, beginning from introductory elements and moving toward core materials and assessments.

The design process usually begins with an opening slide that functions as the cover page of the learning media. This slide introduces the title of the project, such as "The *Ilmu Bayan* in *Balaghah*: Interactive Learning Media," accompanied by a subtitle that highlights the focus of the material, for example Tasybih, Isti'arah, and Kinayah. To strengthen its academic identity, the opening slide also includes the name of the creator or instructor as well as the institutional logo. These components not only provide clarity but also contribute to the credibility and formality of the media.

Beyond the visual design, interactivity is emphasized through several features embedded in the slides. A start button is often included to initiate the transition from the cover page to the main content. Entry animations, such as fade-

in effects, can be used to draw attention to the title and create a dynamic first impression. To maintain smooth navigation, next and previous buttons are placed to guide learners through the sequence of material, while a home button allows them to return to the main page whenever needed. These interactive elements are not merely decorative; rather, they are designed to support learners' autonomy, enabling them to control the pace of their study and revisit sections that require deeper understanding.

By combining thoughtful slide design with interactive navigation tools, Articulate Storyline transforms static material into a dynamic learning experience. Such features align with the objectives of *Ilmu Bayan* instruction, which often involves abstract concepts that are difficult to grasp through text alone. With carefully structured slides, students are guided step by step through the material, while interactive components ensure that they remain engaged and actively participate in the learning process.

Core Material Slides are the main part of the learning media, conveying the main content of the material students want to learn. In *Ilmu Bayan* learning, these slides serve to present concepts, theories, and explanations of *Ilmu Bayan* in a more engaging and interactive manner. They serve as a foundation before students move on to practice questions and assessments. With Articulate Storylines, Core Material Slides are designed to display more than just text and images, but also include interactive features such as buttons, hotspots, animations, and audio to maintain participant engagement.

The material is divided into several interactive subsections. To keep the media from getting boring, add interactive hotspots by clicking on specific words to open explanations, by adding text/image animations. Text and images enter with fade or slide effects. Then add audio narration as a reading of example Quranic verses to practice listening skills, and provide additional layers such as detailed explanations without leaving the main slide.

Tasybih (Perumpamaan)

Lihat Unsur

Definisi:
Tasybih adalah pengungkapan dengan menganalogikan sesuatu dengan sesuatu yang lain dalam satu aspek tertentu.

Etymology Diagram:
Musyabbah → Musyabbah Bih
|
Adat Tasybih | Wajh Syabah

Contoh Ayat Al-Qur'an:
مِثْلَ الَّذِينَ حَمَلُوا التَّوْرَةَ ثُمَّ يَحْمِلُومَا
كَمْ كَمِثْلِ الْحَمَارِ يَحْمِلُ أَثْقَاؤُ

Previous Next

Figure 4: Example of a material slide using Articulate Storyline

These slides aim to directly test participants' understanding. The questions are drag-and-drop: drag a sentence to the Tasybih, Isti'arah, or Kinayah categories. Multiple-choice questions allow you to choose between different types of bayan within a verse. Alternatively, True/False questions determine whether an example falls within the *Ilmu Bayan*.

Storyline features available for these slides include immediate feedback after answering (True/False + explanation) and audio success/failure effects to

increase engagement. You can also add a storyline feature for automatic assessment using the "View Results" and "Repeat Material" buttons.

The Practice Slides and Final Evaluation are the closing sections of the interactive learning media, used to assess students' understanding of all the material they have learned. In *Ilmu Bayan*, this evaluation measures the extent to which students understand Tasybih, Isti'arah, and Kinayah, provides immediate feedback on their answers, and assigns a final score or grade.

The Closing Slide is the final slide in a series of learning media. It serves to conclude the learning process by offering thanks, motivation, and final instructions to students. In Articulate Storylines, the Closing Slide usually also includes navigation buttons such as the "Repeat Material" command (to return to the beginning of the lesson), the "Exit" menu (to close the application), or the "View Score" menu (if the evaluation is complete).

In the context of *Ilmu Bayan* learning, the Closing Slide provides a final impression after students have learned the concepts of Tasybih, Isti'arah, and Kinayah, as well as completed the exercises/evaluations.

Articulate Storylines can provide features to conclude the lesson in a friendly and structured manner, motivate students to continue learning, provide navigation options to repeat the material or exit the media, and convey a final message from the teacher or media creator.

the context of *Ilmu Bayan* learning, the closing slide plays a crucial role in providing a final impression once students have studied the core concepts of tasybih, isti'arah, and kinayah and have completed the exercises or evaluations. This slide does not merely serve as the end of a presentation but functions as a pedagogical tool that synthesizes the entire learning process into a coherent conclusion. By strategically designing the closing slide, educators can reinforce the knowledge that has been delivered and ensure that students leave the learning session with a sense of clarity and accomplishment.

The importance of a closing slide in digital learning media lies in its ability to consolidate learning outcomes. After navigating through interactive explanations, examples, and practice questions, students require a summary that highlights the essential points. Articulate Storyline provides features that enable the teacher to design this summary in a visually appealing and interactive manner, ensuring that students not only recall the content but also recognize the connections between different concepts. This strengthens long-term retention and allows the learning process to feel more complete.

Beyond content summarization, the closing slide serves as a motivational platform. By embedding encouraging messages or reflective prompts, teachers can inspire students to continue studying *Ilmu Bayan* independently. In many cases, motivation is a critical factor in sustaining student interest in abstract subjects like *Balaghah*, and the closing slide offers an opportunity to nurture this aspect. Articulate Storyline allows the integration of multimedia elements, such as inspirational quotes, images, or even short videos, which can elevate the motivational tone and make the conclusion more impactful.

Another essential function of the closing slide is to provide navigation options that support learner autonomy. Through Articulate Storyline, educators can design features such as buttons to repeat the material, revisit specific sections, or exit the program altogether. These options empower students to manage their own learning process according to their needs. For example, a student who finds difficulty in distinguishing between isti'arah and kinayah can return directly to the

relevant section, while another student who feels confident may simply exit the program after completing the evaluation.

Furthermore, the closing slide can serve as a bridge between the structured classroom environment and independent learning. By including additional resources or links, teachers can guide students toward further exploration of *Balaghah* materials outside the immediate lesson. This not only extends learning beyond the classroom but also fosters the development of independent study habits, which are essential for mastering complex subjects. Articulate Storyline supports such integration by allowing external links and downloadable resources to be embedded seamlessly into the final slide.

In addition to providing closure and motivation, the closing slide offers an opportunity for feedback. Immediate feedback, whether in the form of scores, performance summaries, or constructive comments, helps students understand their strengths and areas for improvement. By delivering such feedback directly on the closing slide, teachers ensure that students receive timely insights into their progress. This aligns with modern pedagogical practices that emphasize formative assessment as a key component of effective teaching and learning.

Ultimately, the closing slide is not a mere afterthought but a fundamental component of well-designed learning media. Its ability to conclude lessons in a structured manner, motivate students, provide navigational flexibility, connect learners to further resources, and deliver feedback makes it indispensable in achieving the overall objectives of *Ilmu Bayan* learning. Through the comprehensive features of Articulate Storyline, educators can transform the closing slide into a powerful instructional tool that leaves a lasting impression, encourages continuous learning, and ensures that the lesson ends with clarity, purpose, and inspiration.

By using Articulate Storylines in learning bayan, learning becomes interactive and innovative, achieving satisfactory learning outcomes. Articulate Storylines in learning bayan can make abstract material concrete, as students often struggle to differentiate between *tasybih* (the meaning of words), *kinayah* (the meaning of words), *isti'arah* (the meaning of words), and *majaz* (figures of speech), the core concepts of bayan. Articulate Storylines can interactively display examples of Quranic verses, incorporate images and animations that clarify the meaning of similes or metaphors, and provide audio explanations to reinforce understanding.

Furthermore, the interactive features in Articulate Storylines actively engage students in learning bayan. Students not only read the material but also interact using Drag and Drop (drag example sentences into the *Tasybih*, *Isti'arah*, or *Kinayah* categories), True or False (determine true/false for Bayan examples), and Matching Game (match verses to different styles of language). This makes learning more enjoyable and less boring.

Another advantage of articulate in learning *Ilmu Bayan* is that it makes it easier to provide evaluation and direct feedback at the end of the learning, because the storyline can provide automatic evaluation tests, display final scores and provide direct feedback (True/False + explanation) so that participants know where their mistakes are and can learn again.

Given these advantages, it can be concluded that the use of Articulate Storylines in Arabic language learning can be considered effective as a learning medium. This learning medium not only improves learning outcomes, interest in

learning, and student motivation but also effectively increases the mastery of Arabic language learning.

Conclusion

The use of Articulate Storylines in Bayan learning has proven effective in improving student learning outcomes, interest, and motivation. The use of Articulate Storylines in Bayan learning provides an innovative and interactive solution for delivering material on Tasybih, Majaz, Isti'arah, and Kinayah. With its comprehensive features, Articulate Storylines enables teachers to create engaging, effective, and interactive Bayan learning media. Articulate Storylines offers a variety of superior features, such as Storyline Engage, Animation, Quiz Maker, Audio, Presenter, and Video Encoder. In addition to these features, Articulate Storylines' ease of use, publishing, and accessibility make it ideal not only for use in schools but also for supporting independent learning at home.

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