

## ABSTRAK

**Farhani Rahmaida, NIM: 7173144009, Perbedaan Efektivitas Penggunaan Multimedia Pembelajaran Interaktif berbasis *Articulate Storyline* dan Media *Powerpoint* terhadap Hasil Belajar Otomatisasi Tata Kelola Kepegawaian di SMK PAB 2 Helvetia T.A. 2021/2022. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan.2022.**

Penelitian ini memiliki tujuan untuk mengetahui: (1) Perbedaan antara hasil belajar siswa yang menggunakan multimedia pembelajaran interaktif berbasis *articulate storyline* dan media *powerpoint* pada mata pelajaran Otomatisasi Tata Kelola Kepegawaian di SMK PAB 2 Helvetia T.A.2021/2022. (2) Efektivitas penggunaan multimedia pembelajaran interaktif berbasis *articulate storyline* dan media *powerpoint* terhadap hasil belajar Otomatisasi Tata Kelola Kepegawaian di SMK PAB 2 Helvetia T.A.2021/2022. Penelitian ini dilaksanakan di SMK PAB 2 Helvetia yang beralamat di Veteran Pasar IV Helvetia, Kecamatan Labuhan Deli, Kabupaten Deli Serdang. Populasi dalam penelitian ini seluruh siswa dari kelas XI SMK PAB 2 Helvetia tahun ajaran 2021/2022 yang terdiri dari 4 kelas berjumlah 140 siswa. Teknik pengambilan sampel yang digunakan adalah metode *purposive sampling*, sehingga didapatkan kelas XI OTKP-1 sebanyak 36 siswa sebagai kelas eksperimen dan XI OTKP-2 sebanyak 36 siswa sebagai kelas kontrol. Perlakuan kelas eksperimen menggunakan multimedia pembelajaran interaktif berbasis *articulate storyline* sedangkan untuk kelas kontrol menggunakan media *powerpoint* dengan materi yang diajarkan adalah Daftar Urut Kepangkatan (DUK). Teknik pengumpulan data penelitian menggunakan *pretest* dan *posttest*. Teknik analisis data yang diterapkan yaitu menghitung nilai rata-rata, standar deviasi, dan varians serta uji normalitas, uji homogenitas, dan uji hipotesis yang menggunakan uji-t dan uji normalitas *gain*. Pengolahan data menggunakan *SPSS versi 26*. Hasil penelitian membuktikan bahwa dalam penerapan penggunaan multimedia pembelajaran interaktif berbasis *articulate storyline* lebih efektif dibandingkan dengan penggunaan media *powerpoint*. Hal tersebut terlihat berdasarkan perhitungan melalui *Ngain score* dari kelas eksperimen sebesar 73,30% yang termasuk kedalam kategori cukup efektif (56%-75%) yang terlihat lebih besar dibandingkan kelas kontrol sebesar 61,28% yang termasuk kedalam kategori cukup efektif (56%-75%). Diketahui juga terdapat perbedaan hasil belajar dengan nilai  $t_{hitung}$  sebesar 2,711 yang mempunyai arti  $t_{hitung} > t_{tabel}$  (1,99444). Dengan demikian, multimedia pembelajaran interaktif berbasis *articulate storyline* lebih efektif dibandingkan dengan media *powerpoint* terhadap hasil belajar siswa.

**Kata Kunci : Efektivitas, multimedia pembelajaran interaktif berbasis *Articulate Storyline*, dan media *Powerpoint*.**

## ABSTRACT

**Farhani Rahmaida, NIM: 7173144009, Differences in Effectiveness of Using Articulate Storyline-based Interactive Learning Multimedia and Powerpoint Media on Learning Outcomes of Personnel Governance Automation at SMK PAB 2 Helvetia T.A. 2021/2022. Thesis, Department of Economics Education, Office Administration Education Study Program, Faculty of Economics, State University of Medan. 2022.**

*This study aims to determine: (1) the difference between student learning outcomes using interactive multimedia learning based on articulate storyline and powerpoint media in the subject of Personnel Governance Automation at SMK PAB 2 Helvetia T.A.2021/2022. (2) The effectiveness of the use of interactive multimedia learning based on articulate storylines and powerpoint media on learning outcomes of Personnel Governance Automation at SMK PAB 2 Helvetia T.A.2021/2022. This research was conducted at SMK PAB 2 Helvetia, having its address at Veterans Market IV Helvetia, Labuhan Deli District, Deli Serdang Regency. The population in this study were all students from class XI SMK PAB 2 Helvetia for the academic year 2021/2022 which consisted of 4 classes totaling 140 students. The sampling technique used was purposive sampling method, so that 36 students were obtained in class XI OTKP-1 as the experimental class and XI OTKP-2 as many as 36 students as the control class. The experimental class treatment uses interactive multimedia learning based on articulate storylines, while the control class uses powerpoint media with Daftar Urut Kependidikan (DUK). Research data collection techniques using pretest and posttest. The data analysis technique applied is calculating the average value, standard deviation, and variance as well as normality test, homogeneity test, and hypothesis testing using t-test and gain normality test. Data processing using SPSS version 26. The results of the study prove that in the application of the use of interactive multimedia learning based on articulate storylines it is more effective than the use of powerpoint media. This can be seen based on calculations through the Ngain score of the experimental class of 73.30% which is included in the quite effective category (56%-75%) which is bigger than the control class of 61.28% which is included in the quite effective category (56% -75%). It is also known that there are differences in learning outcomes with a tcount of 2.711 which means tcount > ttable (1,99444). Thus, interactive multimedia learning based on articulate storylines is more effective than powerpoint media on student learning outcomes.*

**Keywords:** *Effectiveness, interactive multimedia learning based on Articulate Storyline, and Powerpoint media.*