

Application of Assemblr Edu Media Based on Augmented Reality to Increase The Learning Motivation of Class VIII Students of SMP Negeri 3 Watampone

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Abstract

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Application of augmented reality-based assembler edu media to increase learning motivation of students at VIII I SMP Negeri 3 Watampone. Thesis Department of Educational Technology. Faculty of Teacher Training and Education. Muhammadiyah Bone University (supervised by Syarifnur, S.Pd., M.Pd and Ahmad Nurul Ihsan B, S.Pd.I., M.Pd). To develop education in schools, it is necessary to develop presentation media so that students' interest and motivation can increase so that learning outcomes can be understood. Every increasingly sophisticated technological development must be utilized to improve student learning outcomes in ordinary classes. Technology media is used to increase students' interest in learning. learning at school. This research aims to find out how to apply augmented reality-based educational assembly media to increase the learning motivation of students at VIII I SMP Negeri 3 Watampone. The respondents used in this research were 31 students consisting of 16 male respondents and 14 female respondents. Data analysis techniques use the help of Excel and SPSS applications. The research results showed that students' learning motivation in the initial condition was in the low category, namely none, in the good category there were 18 students or 64%, in the very good category there were 12 students or 36%. The questionnaire results reached 55% in cycle I while cycle II only reached 57 which had experienced an increase but only 2% was not included in the maximum category. So the overall results obtained were that there was no direct increase in learning motivation from the application of media to students' learning motivation.

Keywords: Assemblr edu, Augmented Reality Learning Motivation

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INTRODUCTION

Learning media refers to everything that supports the learning process and helps teachers clarify the message they want to convey to students in order to achieve the specified learning goals. In line with the definition of learning media above, Arsyad in Nugroho (2015: 10) states that "media is an inseparable part of the teaching and learning process to achieve educational goals in general and learning goals in schools in particular" The teaching and learning process is essentially the delivery of messages from the source of the message to the recipient of the message in a certain way or through certain media. This means that media plays an important role in the learning process both inside and outside the classroom. Therefore, it makes sense that the use of media inside and outside the classroom must be carried out primarily by teachers.

However, the results of observations at SMP NEGERI 3 WATAMPONE show that the use of learning media is not optimal and efficient. This is because teachers usually use textbooks and blackboards only when teaching and providing material, and it is natural for students to use textbooks and blackboards only when the teacher gives assignments. As technology advances increasingly rapidly, various learning applications have emerged that provide content that is easily accessible, effective and interesting. One of them is the Assemblr-Edu application. Assemblr edu is an augmented reality application that displays learning concepts in 3D format.

The use of media that is less than optimal in learning activities tends to provide less than optimal results, with less positive student learning outcomes. The aim of this research is to determine the effectiveness and practicality of media as well as knowledge and learning outcomes. Learning motivation is an important factor to ignore in the teaching and learning process because it is the most visible indicator of learning success. After being given treatment, students become more motivated to learn and the material provided by educators ensures that students understand the material better than before. Motivation to learn is not only supported by tests but also by activities. Questions and answers are an indicator of success. Therefore, the researcher plans to conduct research with the title "Application of Assembler Educational Media to Increase Learning Motivation" based on the description above. Increasing Learning Motivation” based on the description above.

This research, conducted by Fitha Armenty and Lino Padang, aims to measure the increase in learning motivation of class VIII I students at SMPN 3 WATAMPONE who take part in learning using augmented reality-based assembly learning media applications. This will greatly increase the learning motivation of students at SMPN 3 class VIII and WATAMPONE VIII. . WATAMPONE VIII student learning engagement can be significantly increased by using augmented reality, thus further motivating students to learn. Augmented reality allows students to see more interesting images because augmented reality-based learning media displays interactive and realistic representations that are visible from all sides. This is in accordance with research by Ariatmanto (2016). 11-33), which leads to increased student learning motivation.

RESEARCH METHODS

This research is classroom action research (PTK) focusing on the study of increasing learning motivation of students at SMP NEGERI 3 WATAMPONE class VIII I using Augmented Reality Based Assembler Edu Application and carried out in stages starting from planning, implementation of actions, observations or observations, interviews and evaluations.

In this research, several data collection techniques will be used to gain a comprehensive understanding of the application of Assembler EDU media in the teaching and learning process. The data source consists of class VIII students at SMP NEGERI 3 WATAMPONE. To meet data needs after implementing the media, one of them is:

1. Observation

According to Sugiyono (2015: 203), observation is a data collection technique used when the research concerns human behavior, work processes, or also called direct observation in the field. Observations in this research aim to collect data about student activities. Student activity data was collected through observation sheets carried out during learning in cycles I and II

2. Hands

According to Arikunto (2010: 193) a test is a series of questions or exercises as well as other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups. The author himself developed the test, which was taken from the presented topic on Audio Processing Techniques. This test has 20 questions. Each question has 4 options. Each correct answer is worth 5 points, while incorrect answers are worth nothing.

3. Documentation

Documentation is carried out while learning is taking place, this is done to determine the implementation of the RPP. The documentation method in this research was used to obtain initial data in the form of a list of grades for the current semester. Documentation is a data collection technique examine written and unwritten documents in the form of images or other forms.

RESULTS AND DISCUSSION

Results

The learning results in the second cycle stage were obtained by the final test. With the learning process in the first cycle, the researcher had implemented the Assembler EDU media. The student learning outcome scores in the second cycle test can be seen in table 1.

For greater clarity, the student learning outcomes scores in cycle I are converted into standard scores to determine the level of completeness. The results are presented in the following table

Table 1. Frequency Distribution Table for Complete Learning Outcomes of Students in Cycle II.

Category	Percentage	Frequency	Value
0- 75	10%		Not Completed
70- 100	0%	2	Complete

Source: SMP NEGERI 3 WATAMPONE Academic year 2023/2024

Based on the table above, it can be stated that the value of student learning outcomes shows that the increase in learning outcomes in cycle II was greater when compared to cycle I after making improvements to the application of assembler edu media in the learning process. So it can be concluded that the student learning outcome score in cycle II has reached the KKM for the Arts, Culture and Skills subject at SMP NEGERI 3 WATAMPONE, namely 75.00 and

of the 14 students the learning outcome category was complete so the research ended in cycle II

DISCUSSION

This research aims to determine whether or not there is an effect of using augmented reality-based assembler edu media to increase the learning motivation of class VIII A students at SMP Negeri 3 Watampone. To achieve this goal, research was carried out using quantitative methods. This research was carried out by collecting data in the form of a questionnaire given to students to determine students' learning motivation using augmented reality-based assembly media for the 2023/2024 academic year. The results of the learning motivation questionnaire obtained results in the form of scores, where the highest score was 40 and the lowest score was 20. The population was taken as 120 students and as a sample 30 students using perposive sampling.

Based on the description of the data, research results were obtained which showed that students' learning motivation in the initial condition was in the low category and none, in the good category there were 18 students or 64%, in the very good category 12 students, or 55%. For cycle I and cycle II 57% of the questionnaire results experiences a change but only increases by 2%, so there is a medium category according to the value or category that has been determined. So it can be concluded that the Assembler EDU media does not show an increase in learning motivation for class VIII A students at SMP Negeri 3 Watampone in 2023/2024.

It turns out that students' learning motivation can increase with the application of Augmented Reality-based Assemblr EDU media because it presents displays that are interactive, real, and can be seen from all sides. Augmented Reality allows students to see more interesting images but based on the results of the analysis it can be concluded that there is a weak and insignificant influence due to the number of respondents. These results are also linked to the final questionnaire score

shows that the dominant students are not interested in learning Indonesian. This is due to a lack of teacher appreciation in teaching and is more focused on educational educational media where the presentation is less interesting and the teacher's delivery method is difficult to understand so that students feel bored. In the final observation results when linked to questionnaire scores, students do not have the courage to ask questions. or express opinions.

In this case, the researcher's assumption is that the research results show that there is no significant influence on student learning motivation because the results of student responses are in the low category. This really needs to be taken into consideration in further research because it would be better if students were measured not only by learning motivation but also by learning outcomes and so on. In line with Sardiman's (2017) theory which states that learning outcomes will be optimal if there is motivation. causes student motivation to decrease. This is because students have not yet been accustomed to the distance or online learning process, because the learning system used so far has been face-to-face. Moreover, class VII students are just entering a new stage in education. Students are

accustomed to learning at school by interacting directly with teachers and classmates.

CONCLUSIONS AND RECOMMENDATIONS

Research on the application of augmented reality-based educational assembly media at SMP NEGERI 3 WATAMPONE can be concluded as follows: There is no effect on increasing students' learning motivation because in the learning process of cycle I, students who did not pay enough attention to the teacher and group were also not maximal in applying the media. When they continued to cycle II, students and teachers experienced changes in observation, students reached the average while teachers experienced changes but reached the average but although they experienced an increase, the questionnaire/questionnaire did not, but based on the results of the analysis it can be concluded that there is motivation caused by the number of respondents. These results are also linked to the final score of the questionnaire, showing that the dominant students are not interested in learning Indonesian. This is due to a lack of teacher appreciation in teaching and is more focused on educational assembly media where the presentation is less interesting and the teacher's delivery method is difficult to understand so that students feel bored. In the final observation results when linked to questionnaire scores, students do not have the courage to ask questions. or express opinions. Based on the research conducted, the researcher proposed that when you want to use Assembler EDU media, look for a method that suits the media so that it can be continuous with the teaching and learning process activities.

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