PENGEMBANGAN MEDIA *AUGMENTED REALITY* MATERI SIKLUS AIR UNTUK MENINGKATKAN MINAT BELAJAR SISWA KELAS V SEKOLAH DASAR

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ABSTRAK

Materi siklus air merupakan salah satu konsep IPA yang bersifat abstrak dan dinamis, sehingga sulit divisualisasikan melalui metode ceramah maupun media konvensional yang selama ini mendominasi pembelajaran di sekolah dasar. Akibatnya, siswa mengalami kesulitan memahami proses siklus air, seperti evaporasi, kondensasi, presipitasi, dan infiltrasi, yang berdampak pada rendahnya minat belajar mereka. Penelitian ini bertujuan mendeskripsikan rancang bangun media pembelajaran berbasis *Augmented Reality* (AR), menganalisis validitas dan kepraktisannya, serta menguji efektivitasnya dalam meningkatkan minat belajar siswa kelas V sekolah dasar. Penelitian ini merupakan *Research and Development* dengan model ADDIE yang meliputi tahap *analyze, design, development, implementation*, dan *evaluation*. Subjek penelitian terdiri atas ahli materi, ahli media, guru kelas V, serta siswa kelas V yang terlibat dalam uji coba perorangan (3 siswa), kelompok kecil (9 siswa), dan lapangan (15 siswa). Data dikumpulkan melalui angket validasi ahli, angket respons guru dan siswa, serta angket minat belajar siswa. Hasil penelitian menunjukkan bahwa media memiliki validitas sangat tinggi dengan skor ahli materi 4,57 dan ahli media 3,67. Kepraktisan media ditunjukkan oleh respons guru sebesar 3,85 (sangat praktis), respons siswa pada uji perorangan 3,63 (praktis), dan kelompok kecil 3,96 (sangat praktis). Uji efektivitas memperoleh nilai Sig. (2-tailed) 0,000 < 0,05 yang menunjukkan adanya peningkatan minat belajar siswa setelah penggunaan media. Dengan demikian, media AR dinyatakan valid, praktis, dan efektif serta berpotensi menjadi inovasi pembelajaran yang menarik dan interaktif.

Kata Kunci: *Augmented Reality,* Media Pembelajaran, Siklus Air, Minat Belajar, Sekolah Dasar

THE DEVELOPMENT OF AUGMENTED REALITY MEDIA ON THE WATER CYCLE TO ENHANCE FIFTH-GRADE ELEMENTARY SCHOOL STUDENTS LEARNING INTEREST

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ABSTRACT

The water cycle is one of the science concepts that is abstract and dynamic in nature, making it difficult to visualize through lecture-based methods or conventional media that have long dominated elementary school instruction. As a result, students struggle to comprehend water cycle processes such as evaporation, condensation, precipitation, and infiltration, which in turn leads to low learning interest. This study aimed to describe the design and development of an Augmented Reality (AR)-based learning medium, analyze its validity and practicality, and examine its effectiveness in improving the learning interest of fifth-grade elementary school students. This study employed a Research and Development approach using the ADDIE model, consisting of five stages: analyze, design, development, implementation, and evaluation. The research subjects included a content expert, a media expert, a fifth-grade teacher, and fifth-grade students who participated in individual trials (3 students), small group trials (9 students), and field trials (15 students). Data were collected through expert validation questionnaires, teacher and student response questionnaires, and a student learning interest questionnaire. The findings revealed that the medium achieved very high validity, with a content expert score of 4.57 and a media expert score of 3.67. Practicality was demonstrated by a teacher response score of 3.85 (very practical), individual trial student response of 3.63 (practical), and small group response of 3.96 (very practical). The effectiveness test yielded a Sig. (2-tailed) value of 0.000 < 0.05, indicating a significant improvement in student learning interest following the use of the medium. Therefore, the AR-based learning medium is declared valid, practical, and effective, and has strong potential as an engaging and interactive instructional innovation.

Keywords: *Augmented Reality, Learning Media, Water Cycle, Learning Interest, Elementary School*