

ABSTRAK

Dewi, Ni Putu Eka Maryani (2026), Pengembangan Buku Cerita Bergambar Tribahasa Berbasis *Augmented Reality* (AR) untuk Pemelajar Remaja BIPA Tingkat Pemula. Tesis, Pendidikan Bahasa, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci : buku cerita bergambar, tribahasa, *Augmented Reality*, BIPA, membaca pemahaman.

Penelitian ini bertujuan untuk mengembangkan buku cerita bergambar tribahasa berbasis *Augmented Reality* (AR) bagi pemelajar remaja Bahasa Indonesia bagi Penutur Asing (BIPA) tingkat pemula di salah satu sekolah SPK di Denpasar, Bali, serta menguji tingkat validitas, kepraktisan, dan efektivitas produk yang dikembangkan. Pengembangan bahan ajar ini dilatarbelakangi oleh keterbatasan media pembelajaran membaca yang sesuai dengan karakteristik pemelajar BIPA remaja, khususnya bahan bacaan yang mampu mengakomodasi kebutuhan linguistik, minat belajar, dan pemanfaatan teknologi digital dalam pembelajaran. Penelitian ini menggunakan metode penelitian dan pengembangan (*Research and Development*) dengan model ADDIE yang meliputi tahap *analysis*, *design*, *development*, *implementation* dan *evaluation*. Subjek penelitian terdiri atas ahli materi, ahli media, lima orang guru untuk uji kepraktisan, serta dua puluh pemelajar remaja BIPA tingkat pemula untuk uji efektivitas produk. Teknik pengumpulan data dilakukan melalui observasi, wawancara, angket dan tes. Data dianalisis menggunakan analisis deskriptif kuantitatif untuk mengukur validitas dan kepraktisan produk, sedangkan efektivitas produk dianalisis menggunakan uji *paired sample t-test* dan *effect size*. Hasil penelitian menunjukkan bahwa buku cerita bergambar tribahasa berbasis *Augmented Reality* berhasil dikembangkan sesuai karakteristik pemelajar BIPA remaja tingkat pemula dengan memadukan Bahasa Indonesia sebagai bahasa target, Bahasa Inggris sebagai *scaffolding* dan Bahasa Bali sebagai pengenalan budaya lokal. Hasil validasi ahli materi dan ahli media menunjukkan bahwa produk memenuhi kriteria sangat valid sehingga layak digunakan dalam pembelajaran. Hasil uji kepraktisan memperoleh kategori sangat praktis berdasarkan penilaian guru maupun pemelajar. Pengujian efektivitas menunjukkan adanya peningkatan kemampuan membaca pemahaman setelah penggunaan produk. Hasil uji *paired sample t-test* menunjukkan perbedaan yang bermakna antara skor sebelum dan sesudah penggunaan media, sedangkan nilai *effect size* berada pada kategori sangat tinggi yang menunjukkan bahwa penggunaan buku cerita bergambar tribahasa berbasis *Augmented Reality* memberikan pengaruh yang kuat terhadap peningkatan pemahaman membaca pemelajar remaja BIPA tingkat pemula. Kesimpulannya adalah produk yang dikembangkan memenuhi kriteria valid, praktis dan efektif sehingga dapat dijadikan sebagai alternatif bahan ajar inovatif dalam pembelajaran BIPA di lingkungan sekolah multikultural.

ABSTRACT

Dewi, Ni Putu Eka Maryani (2026). *Development of a Trilingual Picture Storybook Based on Augmented Reality (AR) for Beginner-Level Adolescent Learners of Indonesian for Foreign Speakers (BIPA)*. Thesis, Language Education, Postgraduate Program, Universitas Pendidikan Ganesha.

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Keywords: picture storybook, trilingual, Augmented Reality, BIPA, reading comprehension.

This study aimed to develop a trilingual picture storybook based on Augmented Reality (AR) for beginner-level adolescent learners of Indonesian for Foreign Speakers (BIPA) at one of the SPK schools in Denpasar, Bali and to examine the validity, practicality, and effectiveness of the developed product. The development of this instructional material was motivated by the limited availability of reading materials that meet the characteristics and learning needs of adolescent BIPA learners, particularly materials capable of accommodating their linguistic needs, learning interests, and the integration of digital technology into language instruction. This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. The research participants included subject matter experts, media experts, five teachers for the practicality assessment, and twenty beginner-level BIPA learners for the effectiveness testing. Data were collected through observation, interviews, questionnaires, and tests. The data were analyzed using descriptive quantitative analysis to determine the validity and practicality of the product, while its effectiveness was analyzed using a paired-samples *t*-test and effect size analysis. The results showed that the Augmented Reality-based trilingual picture storybook was successfully developed in accordance with the characteristics of beginner-level adolescent BIPA learners by integrating Indonesian as the target language, English as a scaffolding language, and Balinese as a medium for introducing local culture. The evaluations conducted by the subject matter experts and media experts indicated that the product achieved a very high level of validity and was therefore suitable for instructional use. The practicality assessment also demonstrated that the product was categorized as highly practical based on evaluations from both teachers and learners. Furthermore, the effectiveness test revealed improvements in learners' reading comprehension and reading interest after using the developed product. The paired-samples *t*-test indicated a statistically significant difference between the pre-test and post-test scores, while the effect size was categorized as very high, indicating that the use of the Augmented Reality-based trilingual picture storybook had a substantial positive effect on improving the reading comprehension of beginner-level adolescent BIPA learners. It can therefore be concluded that the developed product fulfills the criteria of validity, practicality, and effectiveness, making it a feasible and innovative instructional material for BIPA learning in multicultural educational settings.