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Penerapan Media Pembelajaran Berbasis Augmented Reality (AR) Pada Konsep Geometri Molekul

PENGUSUL :

Ferli Septi Irwansyah : ID 201509870108342

UNIVERSITAS ISLAM NEGERI SUNAN GUNUNG DJATI BANDUNG
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**PENGESAHAN
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Rumpun Ilmu : Sains
Peneliti :
Nama Lengkap : Ferli Septi Irwansyah
a. NIDN/ID Litapdimas : 2015098701/201509870108342
b. Jabatan Fungsional : Asisten Ahli
c. Program Studi : Pendidikan Kimia
d. Nomor HP. : 085793014422
e. Alamat surel (e-mail) : ferli@uinsgd.ac.id
f. Perguruan Tinggi : UIN Sunan Gunung Djati Bandung
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Dekan Fakultas Tarbiyah dan Keguruan

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NIP. 197008301998021001

TTD
Ferli Septi Irwansyah, M.Si.
NIP.198709152015031004

Menyetujui,
Ketua LP2M

TTD
Dr. Munir, MA.
NIP. 196508021996031002

Application of Learning Media Based Augmented Reality (AR) On Molecular Geometry Concept

F S Irwansyah^{1,a)}, Y M Yusuf¹, I Farida¹, M A Ramdhani²

¹Chemistry Education Program, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Jl. A.H. Nasution No. 105, Bandung 40614, Indonesia

²Informatics Program, Faculty of Science and Technology, UIN Sunan Gunung Djati Bandung Jl. A.H. Nasution No. 105, Bandung 40614, Indonesia

^{a)}E-mail: ferli@uinsgd.ac.id

Abstract. Augmented Reality (AR) is considered one of the most sophisticated technologies in virtual reality research and effective as a learning medium especially in chemistry. This study was aimed to describe the stages of AR manufacture technology-based learning media on the molecular geometry. The Research and Development had produced products in the form of AR technology-based learning media on the concept of molecular geometry. The stages of the research were carried out by design development and making the application on Android operating system and analyzing the results of a limited trial. This study shows that the manufacture of AR-based learning media on this android system has the potential to be applied to the learning of chemistry especially on molecular geometry subject.

Keywords : geometry, Augmented Reality (AR), android.

1. INTRODUCTION

Chemistry learning on abstract concepts with concrete examples is not easily done both in the classroom and in the laboratory although the phenomenon in the concept can be observed visually, but for further explanation, animations are needed to describe the phenomena molecularly [1]. The molecular phenomenon in question is a model of visualizing a 3D object that describes a structure either physically or chemically as how strong the bonds between atoms, or describes the bonds between molecules and so forth and it has clear and precise information contained in a tool or often Called learning media [2]. Learning media or tools used in addition to building visualization at the molecular level are also able to adapt to the material either in the form of words, images, or animations. The use of media as a tool in learning has become a very needed in the learning process either outside or in the classroom. And the media is often used by many people such as the use of Microsoft powerpoint, and other conventional media, yet those technologies But the technology only puts learners as a passive element in the learning process [4]. Therefore, more advanced technology is needed to produce an interactive learning process. One of the most developed technology is Augmented Reality [5] AR technology itself can be implemented widely in various learning media, either as an application in a smartphone, in a gift of a product, even print media such as books, magazines, or newspapers, making it easier for users in terms of tools and facilities because people can produce a very interesting learning medium with a low cost. [6]. One of the advantages of AR technology that can be used in learning that is able to provide 3D visualization and can be used in different android based smartphones used by students [7]. With these two basic features, AR can be used in learning chemistry that requires good visualization, so that the concept of chemistry is

understood as intact as the concept of molecular geometry i.e. the shape of the molecular geometry composed of three-dimensional space of atoms in A molecule [8].

Research on learning media using augmented reality technology has previously been made on the concept of atomic structure oriented to the ability of submicroscopic representation and gives positive results in improving the ability to represent submicroscopic to learners, and to increase learning motivation, so that AR media is suitable to be used as a tool in learning [9]. Therefore, the researchers are trying to develop AR technology on the concept of molecular geometry, so that the existence of AR-based learning media on the concept of molecular geometry can help on real 3D objects visualizations [10].

2. METHOD

The method used in this study was Design-Based Research i.e. a design that aims to produce a specific product, and test the effectiveness of the product. The object was the students of chemistry education UIN Sunan Gunung Djati Bandung in testing the use of AR-based learning media on the concept of molecular geometry.

The stages of making the learning media Augmented Reality on the concept of molecular geometry refers to the development of a tutorial-based CAI (Computer Assisted Intruction) model [11]. The general steps of AR-based learning media consist of two main parts;

a. Stage of AR-based learning media on android operating system

The first step to create AR media on the concept of molecular geometry is to create a molecule model and its marker using the Google Sketch Up , Corel Draw X5, and Unity 3D, and create an account on the Vuforia Developer site to register the results that have been made. AR-based learning media operates on a smartphone or computer-based android.

b. Limited Experiment Phase

he experimental phase was carried out to some chemistry students of UIN Sunan Gunung Djati Bandung who have been working on molecular geometry concept to fill the student worksheet (LKM) and a limited questionnaire.

3. Result and Discussion

3.1 The stages of AR-based learning media on Android

The steps in creating AR media is adjusted to AR media capacity in performaing 3 GAI functions (Graphic, Audio-visual and Interaction) The creation of AR media is capable of displaying sequential frames of graphics and each frame either a still image or motion picture capable of providing attractive optical illusions, audio-visual effects in incorporating 3D objects, animation and sound to the environment with virtual reality, and Enhance user interaction in the real world [13]. The first step is to install some applications needed on a computer like unity 3D as an application to build a variety of 3D object visualization that will be made augmented reality (molecular geometry), google sketchup as an application that sketches the making of geometry molecules, and corel draw X5 As a marker image making application [14]. After the installation, run google sketchup to create 3D objects. To create a marker on an AR application, it is necessary to log on to an official site of the vuforia developer, it acts as a key license that the AR camera is ready for use, and then the marker has been registered with the vuforia developer [15]. After that, move the 3D object from google sketchUp, and marker as the target image into the Unity 3D application. It is intended that 3D objects on markers can be displayed. The final step is to build apk extensions (android apps), this step requires Android Studio application to set the desired android version, so AR media can be used on android smartphone.

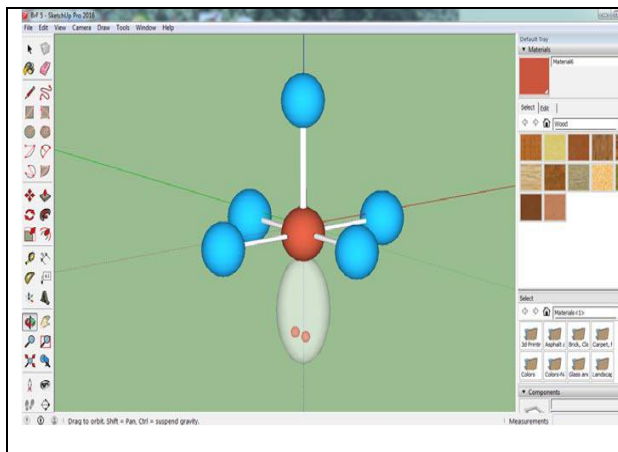


Figure 1. Creating Geometry Molecule with Sketchup

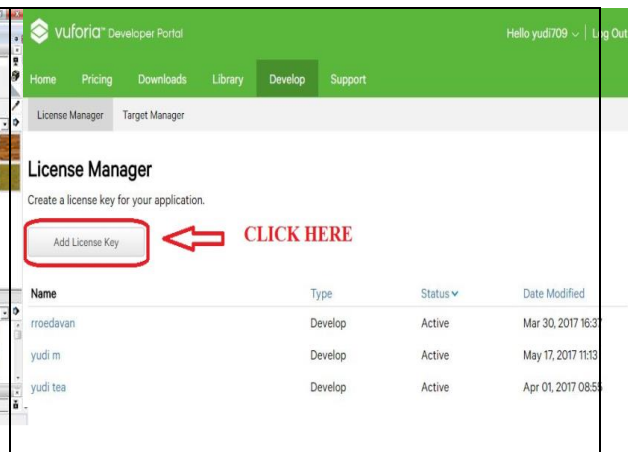


Figure 2. License Key Registration

Figure 1 shows the process of creating BrF₅ Molecule Geometry using Google Sketchup as a 3D object that will appear in marker. The key licensing process that serves to register the Unity (AR) project to be made is shown in Figure 2.

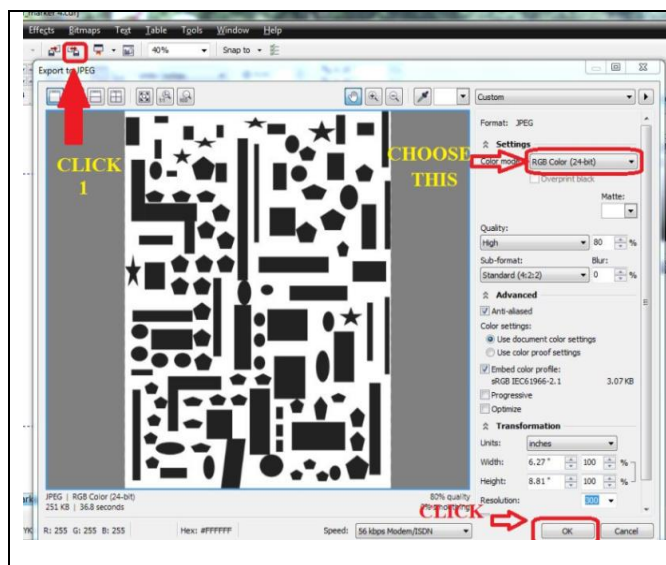


Figure 3. Creating Marker on corel draw X5

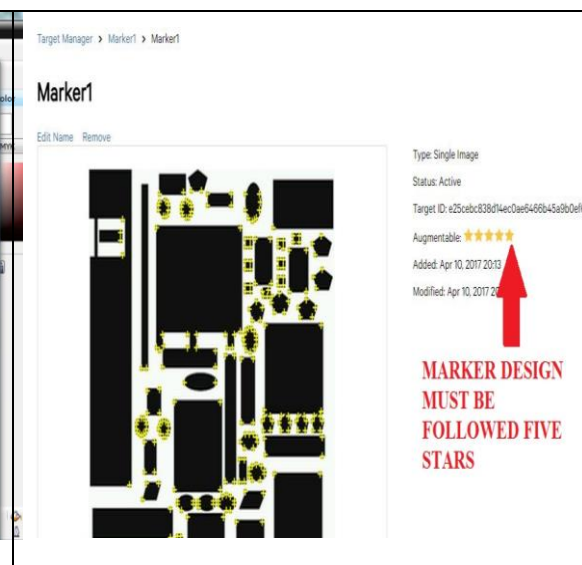


Figure 4. Marker has been registered in vuforia

Figure 3 shows a marker-making process using the Corel Draw X5 application, the marker was made with unique shapes to be easily detected by Developer Vuforia as in Figure 4, as well as 3D objects in the marker can appear on android smartphones [16].

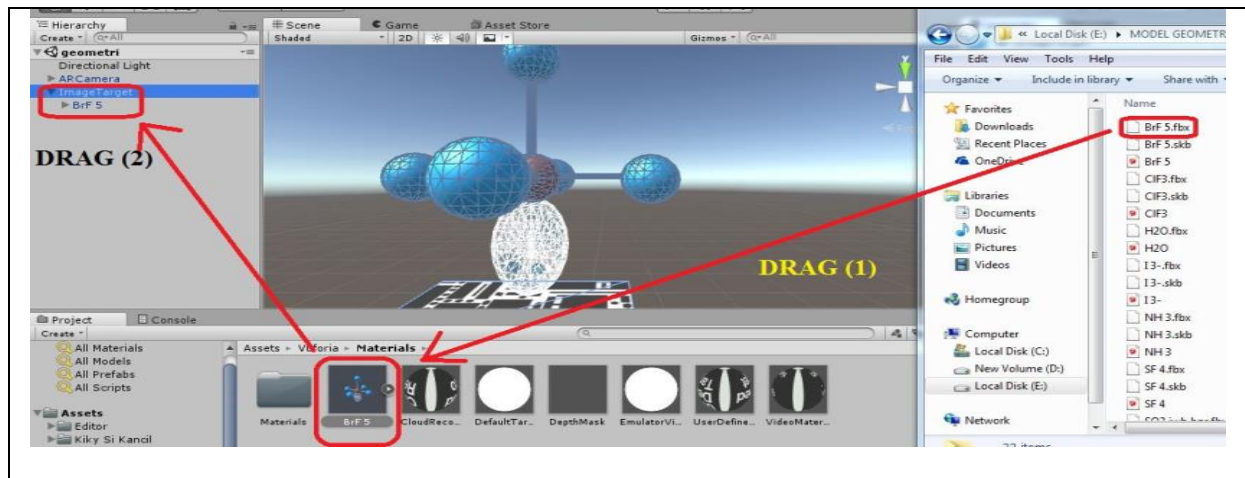


Figure 5. Combining 3D objects into Unity 3D application

Figure 5 shows the process of combining 3D objects from Google Skeeth Up into the Unity 3D application, the thing to note is that the extensions in the Google Skeeth Up app need to be changed into fbx, because the files that can be detected by the Unity 3D application are only two: fbx and obj, After changing the extension the object can be directly entered into the project Unity 3D and directly dragged into the game object. In Figure 6 shows the Build process or building a Unity 3D (AR) app into apk that can run on android systems, it can simply be done by selecting the files on the toolbar, then click build & amp; Setting will display the build settings table, then enter the name of the project on the add open scene (geometry), then click the settings player will appear on the right side of the screen in the form project settings, change the company name and project name, when finished then click build.

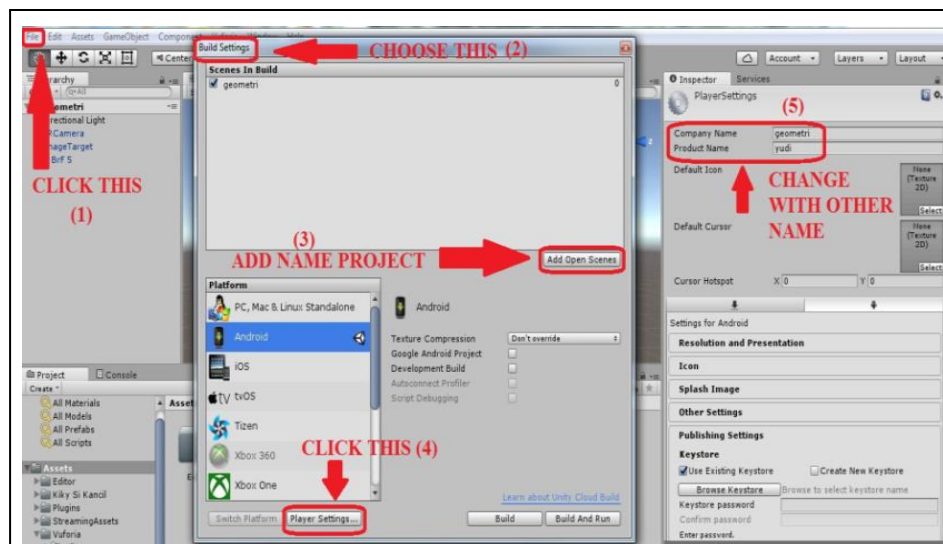


Figure 6. AR Build Media in Android

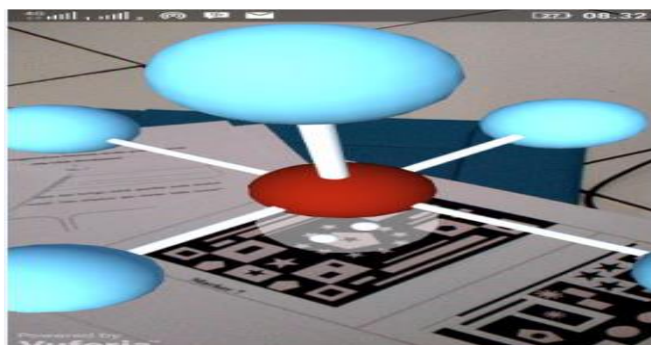


Figure 7. AR Learning Media on Android

Figure 7 shows the final process that displays 3D objects of molecular geometry on the smartphone android as a representation of the BrF_5 octahedral [17]. The creation of AR-based learning media on this android smartphone can be combined with the use of student worksheets, as well as the achievement of learning objectives on molecular geometry materials. The display of AR-based learning media is: 1) the display of learning objectives to be achieved, 2) the display of compiler profiles, 3) AR media content display and 4) the exit button of the AR application.

3.2 Limited Test Results

The purpose of the test is to find out the students' assessment and responses to AR-based learning media that have been developed on the concept of molecular geometry, the test was conducted with 10 respondents selected randomly (the students of Chemistry Education Program UIN Sunan Gunung Djati Bandung). The following steps are taken as the experiments; first, the student was given the application to install it on their smartphone each they were given the student worksheet (LKM) and guidelines for using the media, after students completed the worksheet assisted by the use of AR media, the students were given a questionnaire to assess the instructional Media. The result of the test was presented in Table 1.

Table 1. Questionnaires Result based on Indicators

Indicators	Scores	Criterion	Percentage (%)
Learning Objective Relevance	107	120	89.16
Product Efficiency based on Time	57	80	71.25
Effectivity in Overcoming Media Limitations	91	120	75.83
Media Implementation Flexibility	64	80	80.00
Media Interface	90	120	75.00
Increasing Students' Learning Motivation	87	120	72.50
Learning Support capacity	85	120	70.83
Similar Media Development Prospect	37	40	92.50

Table 1 indicates that each indicator has different scores based on the assessment of respondents on each indicator by referring to the maximum criteria of each indicator. A value of 92.50% indicates that the development of AR-based media on the indicator has a very reasonable qualification, while some indicators have a range of 70.83-75.83% of which are eligible enough, and two indicators have a range of 80.00-89.16% with qualified eligibility. So as a whole that the manufacture of AR-based learning media on the concept of molecular geometry can be used as a learning source. [18] (Sanjaya, 2013)

Table 2. Validation Test (Learning Aspect)

No	Indikator	V1	V2	r _{hitung}	r _{kritis}	Hasil
1	Kesesuaian materi dengan tujuan pembelajaran	5	4	0,9	0,3	Valid
2	Interaktifitas dalam pembelajaran	5	4	0,9	0,3	Valid
3	Pemberian atau penumbuhan motivasi belajar	5	4	0,9	0,3	Valid
4	Ketepatan penggunaan strategi pembelajaran	5	4	0,9	0,3	Valid
5	Kelengkapan dan kualitas bahan bantuan belajar	5	4	0,9	0,3	Valid
6	Meningkatkan kemampuan submikroskopik mahasiswa	5	4	0,9	0,3	Valid
7	Kemudahan untuk dipahami dalam pembelajaran	5	3	0,8	0,3	Valid

Table 3. Validation Test (Content Material)

No	Indikator	V1	V2	r _{hitung}	r _{kritis}	Hasil
1	Kedalaman materi	5	3	0,8	0,3	Valid
2	Kebenaran materi secara teori dan konsep	5	4	0,9	0,3	Valid
3	Ketepatan penggunaan istilah sesuai bidang keilmuan	4	4	0,8	0,3	Valid
4	Kesesuaian pertanyaan pada lembar kerja mahasiswa (LKM) dengan materi	4	4	0,8	0,3	Valid

Table 4. Validation Test (Visual Communication Aspect)

No	Indikator	V2	V3	r _{hitung}	r _{kritis}	Hasil
1	Penggunaan warna dan ilustrasi	3	5	0,8	0,3	Valid
2	Keterlihatan model 3 dimensi (3D) ukuran dan bentuk	4	3	0,7	0,3	Valid
3	Representasi model 3D terhadap objek sebenarnya	4	4	0,8	0,3	Valid
4	Komunikatif sesuai dengan pesan dan dapat diterima atau sejalan	3	4	0,7	0,3	Valid

	dengan keinginan sasaran					
5	Kreatif dalam ide dan gagasan, yakni visualisasi disajikan secara unik dan menarik perhatian	3	4	0,7	0.3	Valid

Table 5. Validation Aspect (Software Engineering Aspect)

No	Indikator	V2	V3	r _{hitung}	r _{kritis}	Hasil
1	Efektif dan efisien dalam pengembangan maupun penggunaan media pembelajaran	4	4	0,8	0,3	Valid
2	<i>Reliable</i> (handal)	4	4	0,8	0,3	Valid
3	Kompatibilitas (dapat dijalankan diberbagai <i>smartphone</i>)	4	3	0,7	0,3	Valid
4	Usabilitas (mudah digunakan dan sederhana dalam pengoperasiannya)	4	5	0,9	0,3	Valid

4. CONCLUSIONS

Through design-based research, a product in the form of AR-based learning media on android system has been successfully developed. The results of the test of AR-based learning media on the concept of overall molecular geometry have qualified sufficient enough to be very feasible to be used as a source of learning with percentage 70.83-92.50%. This result implies that AR-based learning media on android system has the potential to be applied to the learning of chemistry, especially on molecular geometry material.

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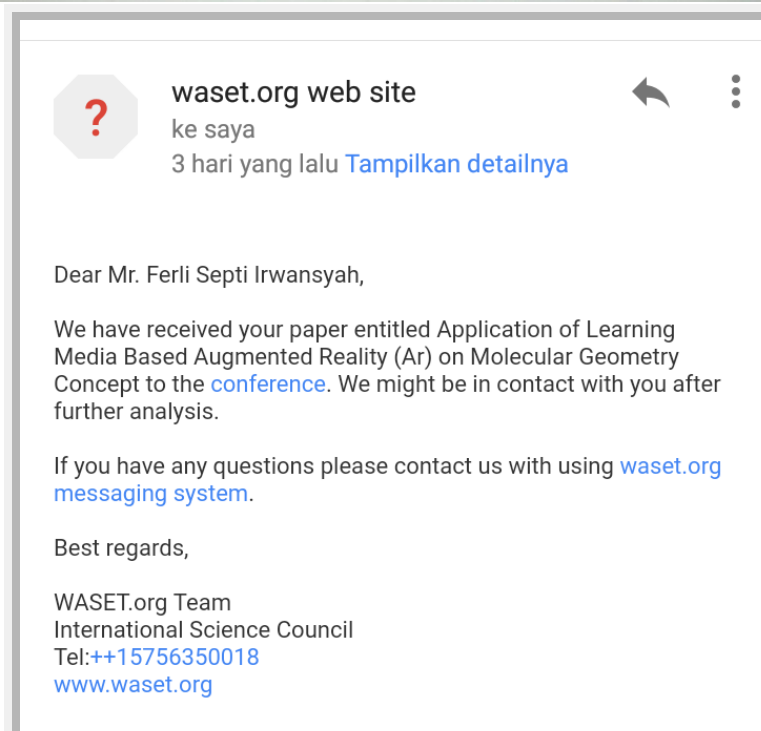
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