Development Learning Media Based Augmented Reality For Record Management Learning For UNY's Vocational Students

by Sutirman, Yuliansah, Riana Isti Muslikhah, Heni Setiyaningsih, Ninda Nur Afifah, Afiq Haqqani, Siti Fatimah, Latifah Nur Amalia

ABSTRACT

The best learning process is one that can accommodate learners effectively. College students, in most cases, belong to the Generation Z, and their learning preferences tend to be more inclined towards visual and audio modes with the utilization of technology. Augmented reality-based learning media embedded in textbooks is a suitable tool to meet the learning needs of Generation Z. This research aims to: 1) Determine the development process of Augmented Reality-based learning media for the Records Management course. 2) Assess the suitability of Augmented Reality-based learning media for the Records Management course. 3) Evaluate the effectiveness of Augmented Reality-based learning media in enhancing students' self-directed learning in the Records Management course. 4) Measure the effectiveness of Augmented Reality-based learning media in improving students' knowledge in the Records Management course. 5) Evaluate the effectiveness of Augmented Reality-based learning media in enhancing students' skills in the Records Management course.

This research follows a developmental approach, adopting the Richey & Klein model, consisting of the development, validation, and implementation phases. To test effectiveness, an experimental method with a posttest-only control design is employed. Data is collected using questionnaires, multiple-choice tests, and performance assessments. The research population comprises third-semester students in the Office Administration program at the Vocational Faculty of Yogyakarta State University (UNY), with a saturated sample size of 56 individuals. Data analysis in this study includes tests for normality, homogeneity, group comparisons, and descriptive statistics.

The results of this study are as follows: 1) The development process of Augmented Reality-based learning media for the Records Management course involves activities in needs analysis, design, and development. 2) Augmented Reality-based learning media for the Records Management course received an "A" rating in terms of expert validation in media and content, as well as limited-scale testing. 3) Augmented Reality-based learning media effectively enhances students' self-directed learning in the Records Management course. 4) Augmented Reality-based learning media is not effective in improving students' knowledge in the Records Management course. 5) Augmented Reality-based learning media is not effective in enhancing students' skills in the Records Management course.

Kata Kunci: *Instructional Media, Augmented Reality, Vocational Education, Self-Directed Learning, Learning Performance*