ABSTRAK

SRI RAHAYU. 222170036. **PENGARUH PENGGUNAAN MEDIA PEMBELAJARAN *AUGMENTED REALITY* MELALUI PENDEKATAN *CONTEXTUAL TEACHING AND LEARNING* TERHADAP MOTIVASI BELAJAR DAN KETERAMPILAN BERPIKIR KRITIS PESERTA DIDIK (Studi Pada Materi Litosfer Sub Materi Vulkanisme di Kelas X SMA Negeri 8 Tasikmalaya)** Jurusan Pendidikan Geografi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi, Tasikmalaya.

Penelitian ini dilatarbelakangi oleh rendahnya motivasi belajar dan keterampilan berpikir kritis peserta didik pada pembelajaran geografi, khususnya materi litosfer sub materi vulkanisme. Pemanfaatan media pembelajaran berbasis teknologi melalui *Augmented Reality* yang dipadukan dengan pendekatan *Contextual Teaching and Learning* (CTL) diharapkan mampu menciptakan pembelajaran yang lebih interaktif, kontekstual, dan bermakna. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media pembelajaran *Augmented Reality* melalui pendekatan *Contextual Teaching and Learning* (CTL) terhadap motivasi belajar dan keterampilan berpikir kritis peserta didik. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain *quasi eksperimentl design.* Populasi dalam penelitian ini adalah peserta didik kelas X Sma Negeri 8 Tasikmalaya yang menjadi sampel penelitian terdiri dari X-12 sebagai kelas eksperimen dan kelas X-9 sebagai kelas kontrol dengan masing-masing berjumlah 42 orang, yang dipilih menggunakan teknik *simple random sampling.* Pengumpulan data dilakukan melalui lembar observasi, wawancara, angket motivasi belajar, serta *pretest-posttest* untuk mengukur tingkat keterampilan berpikir kritis peserta didik. Analisis data dilakukan dengn menggunakan uji normalitas, uji homogenitas, uji *Mann-Whitney*, serta uji N-Gain. Hasil penelitian menunjukkan bahwa seluruh sintaks pendekatan *Contextual Teaching and Learning* (CTL) terlaksana dengan baik serta penggunaan media pembelajaran *Augmented Reality* melalui pendekatan *Contextual Teaching and Learning* (CTL) memberikan pengaruh yang signifikan terhadap motivasi belajar dan keterampilan berpikir kritis peserta didik pada kelas eksperimen. Hasil uji statistik menunjukkan nilai signifikansi kurang dari 0,05 sehingga hipotesis penelitian diterima. Selain itu, hasil uji N-Gain menunjukkan nilai rata-rata pada kelas eksperimen sebesar 88 dan pada kelas kontrol sebesar 81 adanya peningkatan keterampilan berpikir kritis peserta didik pada kategori sedang hingga tinggi setelah mendapat perlakuan. Sehingga dapat disimpulkan bahwa penggunaan media pembelajaran *Augmented Reality* melalui pendekatan CTL memberikan peningkatan signifikan terhadap motivasi belajar dan keterampilan berpikir kritis peserta didik dibandingkan dengan pembelajaran konvensional pada kelas kontrol.

Kata Kunci: ***Augmented Reality, Contextul Teaching and Learning, Motivasi Belajar, Keterampilan Berpikir Kritis.***

ABSTRACT

SRI RAHAYU. 222170036. THE EFFECT OF USING AUGMENTED REALITY LEARNING MEDIA THROUGH THE CONTEXTUAL TEACHING AND LEARNING APPROACH ON STUDENTS LEARNING MOTIVATION AND CRITICAL THINKING SKILLS (A Study on Lithosphere Material with the Volcanoes Subtopic in Grade X at SMA Negeri 8 Tasikmalaya) *Department of Geography Education, Faculty of Teacher Training and Education, Universitas Siliwangi, Tasikmalaya.*

This research was motivated by the low level of students' learning motivation and critical thinking skills in geography learning, particularly on the lithosphere material with the volcanoes subtopic. The use of technology-based learning media through Augmented Reality combined with the Contextual Teaching and Learning (CTL) approach was expected to create a more interactive, contextual, and meaningful learning process. This study aimed to determine the effect of using Augmented Reality learning media through the Contextual Teaching and Learning (CTL) approach on students' learning motivation and critical thinking skills. The research employed a quantitative method with a quasi-experimental design. The population of this study consisted of tenth-grade students at SMA Negeri 8 Tasikmalaya. The research samples were class X-12 as the experimental class and class X-9 as the kontrol class, each consisting of 42 students selected using the simple random sampling technique. Data collection techniques included observation sheets, interviews, learning motivation questionnaires, and pretest-posttest instruments to measure students' critical thinking skills. Data analysis was conducted using normality tests, homogeneity tests, Mann-Whitney tests, and N-Gain tests. The results showed that all syntax stages of the Contextual Teaching and Learning (CTL) approach were implemented properly, and the use of Augmented Reality learning media through the Contextual Teaching and Learning (CTL) approach had a significant effect on students' learning motivation and critical thinking skills in the experimental class. Statistical test results indicated a significance value of less than 0.05, meaning that the research hypothesis was accepted. Furthermore, the N-Gain test results showed an average score of 88 in the experimental class and 81 in the kontrol class, indicating an improvement in students' critical thinking skills in the medium to high category after receiving the treatment. Therefore, it can be concluded that the use of Augmented Reality learning media through the CTL approach significantly improved students' learning motivation and critical thinking skills compared to conventional learning in the kontrol class.

Keywords: Augmented Reality, Contextual Teaching and Learning (CTL), learning motivation, critical thinking skills.