

## INTISARI

### **Inovasi Diskusi Tutorial Menggunakan *Augmented Reality Scenario***

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**Pendahuluan :** Skenario tutorial pendidikan kedokteran selama ini menggunakan bentuk naratif berupa teks atau gambar. Kedua jenis skenario ini memiliki keterbatasan pada penyampaian konteks skenario. Hal ini menyebabkan mahasiswa lebih sulit memahami situasi nyata. Tutorial memiliki filosofi untuk mensimulasikan kompetensi berdiskusi relevan kasus sebenarnya. Teknologi *augmented reality* memiliki potensi mensimulasikan kasus nyata tersebut. Potensi tersebut sebagai gagasan menjawab masalah berupa keterbatasan dan ketidaksesuaian filosofi media belajar dalam tutorial. Studi ini menanyakan dampak skenario *augmented reality* terhadap frekuensi partisipasi dan besarnya ketertarikan dalam tutorial.

**Metode :** Data diperoleh dari daftar periksa partisipasi, kuesioner terbuka dan kuesioner *Intrinsic Materials Motivation Scale* (IMMS). Pendekatan hasil yang digunakan dalam penelitian ini adalah kajian analisis oservasional *post-test only measures* melalui dua kali tutorial. Jumlah responden penelitian sejumlah 69 mahasiswa. Data dianalisis dengan uji t berpasangan.

**Hasil dan Pembahasan:** Media belajar skenario *augmented reality* meningkatkan frekuensi partisipasi saat digunakan dalam tutorial ( $t=-2,730$  dengan  $Sig=0,008$ ). Peningkatan ini tanpa dipengaruhi jenis kelamin dan indeks prestasi kumulatif ( $p_{\text{jenis kelamin}} = 0,259$ ;  $p_{\text{ipk}} = 0,512$ ). Penilaian responden terhadap IMMS skenario *augmented reality* dan teks menunjukan pola mean yang tidak jauh berbeda (Mean AR =  $116,25 \pm 15,03$  dan Mean Teks =  $117,52 \pm 13,37$ ).

**Simpulan :** Skenario *augmented reality* adalah alternatif meningkatkan frekuensi partisipasi, desain media belajar penting agar metode lebih menarik dan *augmented reality* memperjelas instruksi kontekstual skenario dalam tutorial.

**Kata kunci :** Tutorial; Media Ajar; Partisipasi; Skenario; *Augmented Reality*

## ABSTRACT

### **Innovation of Tutorial Problem-based Discussion Using Augmented Reality Scenario**

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**Introduction:** Medical tutorial scenario all this time has used narrative texts and/or figures. The two types of scenario are limited in delivering the contexts of scenario, which causes medical students to barely understand real situations that may be encountered later in their professional career. Philosophically, tutorial is to simulate the discussion competencies to be relevant with the real cases. Augmented reality technology has the potential to simulate such real cases. The said potential serves as an idea to address the problem of limitation and incompatibility of learning media philosophy in tutorial. This study questions the impact of augmented reality scenario on the frequency of participation and interest in tutorial.

**Method:** This research used the result approach by “post-test only measures” observational analysis assessment through two tutorial sessions. The number of respondents was 69 students. Its data were collected through participation checklist, open questionnaire, and Intrinsic Materials Motivation Scale (IMMS) questionnaire and analyzed by using the paired t-tests.

**Result and Discussion:** The augmented reality media increased the participation frequency when used in tutorial ( $t=-2.730$  with  $\text{Sig}=0.008$ ). The increase was not affected by sex type and GPA ( $p_{\text{sex}}=0.259$ ;  $p_{\text{GPA}}=0.512$ ). The respondents' assessment to IMMS in augmented reality and text scenario showed the mean pattern, which was not significantly different (AR mean=  $116.25 \pm 15.03$  and Text mean=  $117.52 \pm 13.37$ ).

**Conclusion:** The augmented reality scenario can be used as an alternative to increase participation frequency. Thus, the design of learning media is important to make the tutorial method more interesting, and the usage of augmented reality serves to clarify the scenario contextual instructions in tutorial.

**Keyword:** Tutorial; learning media; participation; scenario; augmented reality