

ABSTRAK

PENGARUH PENGGUNAAN LKPD BERBANTUAN *AUGMENTED REALITY* (AR) TERHADAP PEMAHAMAN KONSEP IPAS PESERTA DIDIK KELAS V SEKOLAH DASAR

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Penelitian ini dilatarbelakangi oleh rendahnya tingkat pemahaman konsep peserta didik kelas V di SD Negeri 1 Siraman. Penelitian ini mengkaji pengaruh penggunaan LKPD berbantuan *Augmented Reality* (AR) terhadap pemahaman konsep IPAS peserta didik kelas V. Metode yang digunakan dalam penelitian ini adalah *Pre-Experimental Design* dengan desain penelitian *one group pretest-posttest design*. Populasi dalam penelitian ini berjumlah 18 peserta didik, dan seluruh populasi dijadikan sebagai sampel penelitian dengan menggunakan teknik sampling jenuh. Teknik pengambilan data yang digunakan adalah tes dan non tes. Analisis data yang digunakan adalah uji regresi linier sederhana. Hasil penelitian menunjukkan bahwa secara deskriptif terdapat peningkatan pemahaman konsep IPAS peserta didik setelah penerapan LKPD berbantuan *Augmented Reality* (AR). Namun, berdasarkan hasil uji regresi linier sederhana diperoleh nilai signifikansi $0,482 \geq 0,05$, sehingga H_a ditolak dan H_0 diterima. Dengan demikian, dapat disimpulkan bahwa penggunaan LKPD berbantuan *Augmented Reality* (AR) belum terbukti memberikan pengaruh yang signifikan secara statistik terhadap pemahaman konsep IPAS peserta didik kelas V di SD Negeri 1 Siraman tahun pelajaran 2025/2026.

Kata kunci: lkpd berbantuan *augmented reality*, pemahaman konsep, ipas, sekolah dasar

ABSTRACT

THE EFFECT OF USING STUDENT WORKSHEETS (LKPD) ASSISTED BY AUGMENTED REALITY (AR) ON CONCEPTUAL UNDERSTANDING OF IPAS AMONG FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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This study was motivated by the low level of conceptual understanding of fifth-grade students at SD Negeri 1 Siraman. This study examined the effect of using Student Worksheets (LKPD) assisted by Augmented Reality (AR) on the conceptual understanding of IPAS among fifth-grade students. The method used in this study was a Pre-Experimental Design with a one-group pretest-posttest design. The population in this study consisted of 18 students, and all of them were taken as the sample using saturated sampling. The data collection techniques used were tests and non-test techniques. Data were analyzed using simple linear regression. The results showed that, descriptively, there was an increase in the students' conceptual understanding of IPAS after the implementation of LKPD assisted by Augmented Reality (AR). However, based on the results of the simple linear regression test, the significance value was $0.482 \geq 0.05$, indicating that H_a was rejected and H_0 was accepted. Thus, it could be concluded that the use of LKPD assisted by Augmented Reality (AR) has not been proven to have a statistically significant effect on the conceptual understanding of IPAS among fifth-grade students at SD Negeri 1 Siraman in the 2025/2026 academic year.

Keywords: lkpdp assisted by augmented reality, conceptual understanding, ipas, elementary school