Abstrak

Penelitian ini mengkaji peran guru Pendidikan Agama Islam (PAI) dalam menerapkan media pembelajaran *Augmented Reality* (AR) untuk meningkatkan motivasi belajar siswa di Madrasah Aliyah Al-Falah Limboto Barat. Penelitian dilatarbelakangi oleh rendahnya motivasi belajar siswa akibat dominannya penggunaan metode pembelajaran konvensional serta belum optimalnya pemanfaatan teknologi dalam pembelajaran PAI. Tujuan penelitian ini adalah mendeskripsikan peran guru PAI dalam penerapan media AR, menganalisis dampaknya terhadap motivasi belajar siswa, serta mengidentifikasi kendala yang dihadapi dalam implementasinya. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian lapangan. Responden penelitian terdiri atas kepala madrasah, guru Pendidikan Agama Islam, dan siswa Madrasah Aliyah Al-Falah Limboto Barat. Data dikumpulkan melalui observasi, wawancara, dokumentasi, dan kuesioner motivasi belajar siswa, kemudian dianalisis melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru PAI berperan sebagai perancang, fasilitator, motivator, pembimbing, dan evaluator dalam penerapan media AR. Penggunaan media AR mampu meningkatkan perhatian, minat, keaktifan, dan antusiasme siswa dalam mengikuti pembelajaran. Hasil kuesioner menunjukkan bahwa 85% siswa berada pada kategori termotivasi setelah penggunaan media AR. Kendala yang ditemukan meliputi keterbatasan sarana dan prasarana, akses perangkat, kompetensi digital, serta aturan penggunaan gawai di lingkungan madrasah. Penelitian ini berkontribusi pada pengembangan pembelajaran PAI berbasis teknologi dengan menegaskan bahwa keberhasilan inovasi pembelajaran tidak hanya ditentukan oleh teknologi, tetapi juga oleh kompetensi dan kreativitas guru dalam mengelola proses pembelajaran.

Kata kunci: Guru Pendidikan Agama Islam, Augmented Reality, motivasi belajar, media pembelajaran, pendidikan Islam.

Abstract

This study examined the role of Islamic Religious Education teachers in implementing Augmented Reality learning media to enhance students' motivation to learn at Madrasah Aliyah Al-Falah Limboto Barat. The research was prompted by low levels of student motivation, attributed to the predominance of conventional teaching methods and limited technological integration in Islamic Religious Education. The objectives of this study were to describe the role of Islamic Religious Education teachers in implementing Augmented Reality learning media, analyze their impact on students' learning motivation, and identify challenges encountered during implementation. A qualitative approach with a field research design was employed. Research informants included the head of the madrasah, Islamic Religious Education teachers, and students at Madrasah Aliyah Al-Falah Limboto Barat. Data collection methods comprised observation, interviews, documentation, and a student learning motivation questionnaire. Data analysis involved data reduction, data display, and conclusion drawing. The findings indicated that Islamic Religious Education teachers assumed roles as designers, facilitators, motivators, mentors, and evaluators in implementing Augmented Reality learning media. The use of Augmented Reality media enhanced students' attention, interest, active participation, and enthusiasm during the learning process. Questionnaire results showed that 85% of students were categorized as motivated following the implementation of Augmented Reality media. Identified challenges included limited facilities and infrastructure, restricted access to devices, insufficient digital competence, and regulations governing mobile device use within the madrasah. This study contributes to the advancement of technology-based Islamic Religious Education. The findings emphasize that the success of learning innovation depends not only on technological sophistication but also on teachers' competence, creativity, and preparedness to manage the learning process effectively.

Keywords: *Islamic Religious Education teachers; Augmented Reality; learning motivation; learning media; Islamic education*