Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 14 No. 3. September 2025 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

THE APPLICATION OF ASSEMBLR STUDIO LEARNING MEDIA TO LEARNING OUTCOMES IN SOCIAL STUDIES SUBJECTS FOR GRADE VIII STUDENTS OF SINAR HUSNI JUNIOR HIGH SCHOOL

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ARTICLE HISTORY

Received : 07-07-2025
Revised : 30-07-2025
Accepted: 06-08-2025

KEYWORDS

Application,
Learning Media,
Assemblr Studio

ABSTRACT

Assemblr Studio is a learning media application that is currently being developed for educational purposes in creating or designing 3D animations that are fun and interactive. With the help of this 3D technology, it can encourage students to learn and understand learning. Learning outcomes are an important point that should not be missed in the learning and teaching process because it is the most visible indicator of learning achievement. This study uses a quantitative research approach method with the type of True Experimental Design research (experimental design) and the form of Pretest-Posttest Control Group Design research, namely experiments carried out in two groups with a quantitative approach. The purpose of this study is to find out how the learning outcomes of students taught using Assemblr Studio Learning Media affect student learning outcomes in the Social Studies subject of class VIII SMP Sinar Husni and whether there is an influence of Assemblr Studio learning media on student learning outcomes in the Social Studies subject of class VIII SMP Sinar Husni. Data were analyzed using SPSS version 26. The results of the analysis concluded that there is a significant influence of Assemblr Studio learning media on learning outcomes in the Social Studies subject of class VIII SMP Sinar Husni.

INTRODUCTIONS

Learning must also be a teaching or supporting process for students when carrying out the learning process. Learning is basically a process. In other words, it is a process of adapting and organizing the environment around students so that they can develop and be supported. Students undergo the learning process, improving the quality of learning becomes the focus of consideration and further quality improvement is the goal at all levels of education. If

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the learning value is achieved, the quality of learning will increase. Because learning media plays an important role as part of the learning system because learning is a conversational process that occurs in a system and aims to send both verbal and written messages from the sender to the receiver. The learning model is also a form of approach used in order to shape changes in student behavior in order to increase motivation in the learning process. The concept of a learning model is very closely related to the learning style of students in improving learning achievement. (Daniyati et al., 2023; Rikza & Darnoto, 2024) (Fitriani, 2016; Pasande et al., 2025)

The use of media in learning must be adapted to the current context. The media used or learning materials are intended to facilitate the learning process. Educators in delivering learning so that students can achieve material goals. Digital learning media attracts students because it is not boring and makes classes interesting. Technology is very important to implement the 2013 Curriculum because the government also encourages the use of electronic books as an educational tool. All electronic devices, including the Internet, will inevitably become obsolete, will serve as their replacement. The more advances in science and technology, the more efforts are made to use new technologies in the learning process, the use of technology-based learning resources to improve student achievement is essential. (Nasrah & Muafiah, 2020; Raresik et al., 2016) (F. N. A. Nasution et al., 2024)

With the merger of communication technology and information providing a new learning media alternative for students, therefore students will be accustomed to digital learning. One of the impacts of digitalization in education is the emergence of various kinds of application-assisted learning media. The rapid development of technology at this time has encouraged several learning applications to be packaged and programmed into a smartphone system. The Assemblr Studio application is one example of the results in the field of educational technology today, using augmented reality technology that can visualize the concept of a subject matter into 3 dimensions. Assemblr Studio is a free AR platform that allows us to create, view, and share our own AR content. It is easier and simplifies the complicated creation process to be much easier, it can also be used with Assembler studio, Assembler Apk, and Assembler edu. We can see that the proficiency of educators in mastering technology in schools still tends to be low, learning tools that have previously been used in learning activities still tend to be monotonous and lack variety. This has an impact on the lack of activity of students in the classroom during the learning process, thus affecting their learning outcomes. In order for students to play an active role during learning activities, it is necessary to implement an effective, practical and interesting learning media to support learning activities. One of these media is the software-assisted learning media assemblr Studio. (Dewi et al., 2022; Ponidi et al., 2021) (Rusdiansyah, 2019; Yusnaldi et al., 2023)

Assemblr Studio is a learning media application that is currently being developed for educational purposes in creating or designing 3D animations that are fun and interactive. With the help of 3D technology, this can encourage students to learn and understand learning. Learning outcomes are an important point that should not be missed from the learning and teaching process because it is the most visible indicator of learning achievement. With the increase in learning outcomes after getting the results and also the material from the educator, it can be ensured that students understand the material better than before. Learning outcomes are not only obtained through tests, but are also supported by the activeness of asking questions and also answering as one of the indicators of success. (Hilmi, 2017; Hopeman et al., 2022)

RESEARCH METHOD

This study uses a quantitative research approach method with the type of research True Experimental Design (experimental design) and the research form of Pretest-Posttest Control Group Design, which is an experiment carried out on two groups with a quantitative approach. The treatment will be given research on the sample with two treatments, namely one experimental class and one control class. In this exploration plan, the experimental class and

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the control class are randomly selected. The research procedure used is True Experimental Design has a benchmark group, because in this plan, the specialist can handle all external factors that have an impact on the course of the investigation. This exploratory exam is directed by offering treatment to two classes which have the same degree of capacity as various types of learning systems. In the top group, the test group received social investigation learning treatment with the Media Assembrl Studio learning method, while the below-average comparison group received social studies learning treatment using the PowerPoint learning system in the form of a video, then the researcher looked at how the change in the increase between pretest and posttest scores between the experimental group and the control group was assessed from student learning outcomes in social studies subjects. Data from samples can be used to draw conclusions that apply to pollution. The sample of this study consists of two categories: class VIII-I which contains 32 students and class VIII-II which contains 28 students at Sinar Husni Junior High School. (Ruslan et al., 2023)

RESULT AND DISCUSSIONS

Brief Acquaintance of the Pujakesuma Association of Simalungun Regency

In this study, the instrument trial was carried out at Sinar Husni Junior High School for the 2024/2025 school year. The test trial in class VIII which consists of two classes as samples. Class VIII-I as an Experimental class where it is not given the treatment of Assemblr Studio learning media and class VIII-II as a Control class where it is taught by the lecture learning method. Before displaying the instrument, first analyze the instrument's test results. The data from the instrument test results is described as follows:

1. Validity Test

In testing the legitimacy is assisted by the instrument grid and on the instrument grid there are variables to be checked, points as a benchmark with the investigation number which has been described in the marker. The request was tested on 30 pages by providing 30 questions to determine legitimacy, unshakable quality, separatism and level of problem. This introduction is directed to grades VIII-II SMP Sinar Husni.

In this examination, the test is completed using the SPSS Variant 26 program, and the investigation that will be used is a substantial problem and a problem that is invalid, considering that after the effect of the estimated legitimacy of 30 test questions 15 valid validity indexes, namely numbers 1, 3, 6, 7, 9, 10, 16, 17, 19, 20, 22, 23, 25, 26, 28, while the invalid questions are number 2, 3, 5, 8, 11, 12, 13, 14, 15, 18, 21, 24, 27, 29, 30. The results of the validity analysis in the table below:

Yes	Result Validity	Information	Yes	Result Validity	Information
1	0,405	Valid	16	0,507	Valid
2	-0,239	Invalid	17	0,376	Valid
3	0,411	Valid	18	0,253	Invalid
4	0,353	Invalid	19	0,508	Valid
5	0,233	Invalid	20	0,422	Valid
6	0,610	Valid	21	0,199	Invalid
7	0,422	Valid	22	0,644	Valid
8	0,344	Invalid	23	0,086	Invalid
9	0,484	Valid	24	0,422	Invalid
10	0,406	Valid	25	0,555	Valid
11	-0,043	Invalid	26	0,388	Valid

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12	0,212	Invalid	27	0,175	Valid
13	0,178	Invalid	28	0,370	Valid
14	0,286	Invalid	29	0.126	Invalid
15	0,232	Invalid	30	0,147	Invalid

As seen in the table above, if the 15 question items are considered invalid because the validity index is lower than 0.361 with a significance level of 5%. If it can be drawn, the conclusion is that whether an item is considered invalid and unusable. Only valid questions can be used

2. Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.735	30

After the test questions are completed with the validity testing of the 15 valid questions, then it is carried out with reliability. To test this reliability, the *Cronbach Alpha equation is used.* This study utilizes the SPSS version 26 program. From the results of the reliability test on 30 students outside the sample class, r_{11} = 0.735 was obtained. So it can be understood that these reliable items can be used as instruments to measure difficulties in solving problems and be used as a tool to collect data.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Question1	18.33	21.471	.399	.719
Question2	18.20	24.234	-.259	.752
Question3	18.27	21.444	.448	.717
Question4	18.33	21.402	.416	.718
Question5	18.33	22.161	.236	.729
Question6	18.60	20.731	.529	.709
Question7	18.33	21.540	.383	.720
Question8	18.40	22.386	.170	.733
Question9	18.47	21.223	.417	.717
Question10	18.30	21.872	.318	.724
Question11	18.50	23.431	-.056	.747
Question12	18.63	22.585	.122	.736
Question13	18.67	22.851	.069	.739
Question14	18.43	22.185	.209	.731
Question15	18.57	21.771	.292	.725
Question16	18.40	21.076	.466	.714
Question17	18.40	21.421	.386	.719
Question18	18.43	22.530	.134	.735
Question19	18.33	20.989	.517	.712
Question20	18.37	21.482	.383	.720
Question21	18.47	22.533	.131	.736

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Question22	18.53	20.671	.537	.709
Question23	18.30	23.597	-.088	.747
Question24	18.33	21.816	.317	.724
Question25	18.50	21.017	.460	.714
Question26	18.33	21.954	.284	.726
Question27	18.30	22.838	.087	.737
Question28	18.33	22.644	.124	.735
Question29	18.23	23.357	-.028	.742
Question30	18.33	23.126	.015	.742

3. Difficulty Level Test

This difficulty level tester has been carried out to meet the level of difficulty or difficulty level of the test questions being tried, so that it can be seen whether these questions are included in the difficult or easy category. The calculation of the level test of this measuring instrument can be seen in the appendix of the table below presented the results of the following difficulty test:

Yes	Level Difficulty	Information	Yes	Level Difficulty	Information
1	0,70	Keep	16	0,63	Keep
2	0,83	Easy	17	0,63	Keep
3	0,77	Easy	18	0,60	Keep
4	0,70	Keep	19	0,70	Keep
5	0,70	Keep	20	0,67	Keep
6	0,43	Keep	21	0,57	Keep
7	0,70	Keep	22	0,50	Keep
8	0,63	Keep	23	0,73	Easy
9	0,57	Keep	24	0,70	Keep
10	0,73	Easy	25	0,53	Keep
11	0,53	Keep	26	0,70	Keep
12	0,40	Keep	27	0,73	Easy
13	0,77	Easy	28	0,70	Keep
14	0,60	Keep	29	0,80	Easy
15	0,47	Keep	30	0,70	Keep

According to this study, the SPSS version 26 program was used to test the level of difficulty. According to the results of the 30-question difficulty level test for 30 students, 7 questions are classified as simple questions, namely questions 2, 3, 10, 13, 23, 27, 29 and 23 medium difficulty questions, namely numbers 1, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 30

4. Differentiating Power Test

In this study, the differentiating power test hopes to determine the extent to which the question item is able to recognize and distinguish students who have low ability, with high ability, and the analysis of the differentiating power can be found in the table below:

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Yes	Power Different	Information	Yes	Level Difficulty	Information
1	0,399	Enough	16	0,466	Good
2	-0,259	Enough	17	0,386	Enough
3	0,448	Good	18	0,134	Ugly
4	0,416	Good	19	0,517	Good
5	0,236	Enough	20	0,383	Enough
6	0,529	Good	21	0,131	Ugly
7	0,383	Enough	22	0,537	Good
8	0,170	Ugly	23	-0,088	Ugly
9	0,417	Good	24	0,317	Enough
10	0,318	Enough	25	0,460	Good
11	-0,056	Ugly	26	0,284	Enough
12	0,122	Ugly	27	0,087	Ugly
13	0,069	Ugly	28	0,124	Ugly
14	0,209	Enough	29	-0,028	Ugly
15	0,292	Enough	30	0,015	Ugly

According to the table above, through the results of the calculation of the differentiating power of items in 30 questions that have been tested, it shows that there is 1 question item where the classification is bad, namely item numbers 8, 11, 12, 13, 18, 21, 23, 27, 28, 29, 30. And there are 11 question items where the significance is sufficient, namely question items 1, 2, 5, 7, 10, 14, 15, 17, 20, 24, 26. And there are 8 question items where the classification is good, namely in question items number 3, 4, 6, 9, 16, 19, 22, 25. The results of the calculation of the differentiating power of the test test can be found in the appendix.

5. Normality Test

In this normality test, bound variables are used, namely learning outcomes and learning motivation. Testing is used in order to find out whether the population has a normal distribution or not. The normality testing test is processed as the main requirement in determining hypothesis testing. The normality test of the data uses *the kolmogorov* test with the help of SPSS software version 26 on the learning outcomes of students, this tester is carried out on *the results of posttest data* from both the experimental class and the control class. The results of the normality testing in the experimental and control classes are described in the table below:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters, b	Mean	.0000000
	Std. Deviation	6.41469523
Most Extreme Differences	Absolute	.110
	Positive	.110
	Negative	-.059
Test Statistic		.110
Asymp. Sig. (2-tailed)		.200c,d

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a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on the results of the K-S/Kolmogorov Smirnov Normality test, it is known that the Asymp value is known. Sig. (2-tailed) 0.200 > 0.05 (0.200, which is greater than 0.05) Then fails to reject the null (ho) hypothesis. The zero hypothesis in this test states that the data follows a normal distribution. It can be concluded that the data is distributed normally, because Asymp. Sig. (2-tailed) greater than 0.05 indicates that it fails to reject the hypothesis that the data follows a normal distribution.

6. Homogeneity Test

Homogeneity testing is intended in order to check the data used whether it is homogeneous or not. In this study, the data used were the learning outcomes of the experimental group and the control group. Through the use of *On-Way ANOVA* , it is calculated using SPSS Version 26 software in the data testing. Below are the results of the homogeneity test of the experimental class and the control class.

Test of Homogeneity of Variances

		Living Statistic	df1	df2	Sig.
social studies learning outcomes	Based on Mean	3.386	1	54	.071
	Based on Median	3.091	1	54	.084
	Based on Median and with adjusted df	3.091	1	51.765	.085
	Based on trimmed mean	3.447	1	54	.069

It can be concluded from the table that from the results of the homogeneity testing of learning outcomes of the experimental group and the control group, the significance can be seen as 0.071. It can be concluded that the data on the learning outcomes of the experimental and control groups have homogeneous variables, or the origin of the data from the homogeneous variance population. This is because the probability of learning outcomes of the experimental group and the control group exceeds 0.05.

7. Hypothesis Test

Hypothesis testing is used to see whether or not there is a difference in students' learning outcomes in Social Science subjects using *Assemblr Studio* media. In the requirements test, normality testing and homogeneity testing have been met. Serga uses SPSS software version 26 in testing the t coefficient using *an independent sample t-test.* The hypothesis or conjecture proposed by the research is Ha: the effect of the application of Assemblr Studio learning media on Social Science learning outcomes

The basis for the first decision is that if the significance score or sig. (2-tailed) > 0.05 then Ha is accepted while H0 is rejected, second if the significance score or sig. (2-tailed) < 0.05 then Ha is rejected while H0 is accepted.

NEW ERA

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Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	564.066	1	564.066	13.235	.001b
	Residual	1193.301	28	42.618		
	Total	1757.367	29			

a. Dependent Variable: Learning Outcomes
b. Predictors: (Constant), Learning media

Coefficient

Type		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	41.695	10.806		3.859	.001
	Learning media	.583	.160	.567	3.638	.001

a. Dependent Variable: Learning Outcomes

Through the use of *independent* sample t-tests in learning outcomes, the results of the significance calculation or sig. (2-tailed) is 0.001 so Ha is accepted while H0 is rejected. This is due to a significant level or sig,(2-tailed) > 0.05. To find out the distribution of T, the table is seen based on df = 28 with a significant level = 0.05 is 2.048. because the value of T is calculated > T table (3.859>2.048) and sig (2-tailed) 0.001 < 0.05, H0 is rejected and Ha is accepted. Therefore, the data obtained is evidence that there is an influence of the use of assemblr studio learning media on the social studies learning outcomes of Grade VIII students of Sinar Husni Junior High School.

Discussion

Based on the results of the research carried out, there were enough learning outcomes and learning motivation in the experimental class using the media assembly studio, namely there were 22 participants who had met the KKM and 8 students who had not met the KKM and their average score was 80.16. Meanwhile, in the control group, there were 17 students who met the KKM while the remaining 13 did not meet the KKM with a final average score of 76.8 with the KKM record of the social studies learning category class VIII at Sinar Husni Junior High School, which was 80.

In this study, there are independent variables, namely studio assembly media, as well as bound variables of learning outcomes. This research was carried out on students in grade VIII of Sinar Husni Junior High School, through the results of hypothesis testing, if the tcount > ttable = 2.051, it can be concluded that the learning media of the assemblr studio has a connotation on the learning outcomes and learning motivation of grade VIII students. The increase in learning outcomes can occur because the media of the assemblr studio is biased to encourage and direct students in understanding and increasing their knowledge and insight through group learning and the KBM process which is the Assemblr Studio. The enthusiasm of students becomes more towards KBM, because the motivation to use Media Assemblr Studio in learning makes them compete to obtain a high final score, and the learning results become a reference for analysis in learning outcomes. (Kurniawan, 2022; Silahuddin, 2022) (Ayu et al., 2024; Dewi et al., 2022)

As the underlying theory of the use of the Assemblr Studio application is the theory of visual media functions initiated by Levie and Letz in which includes attention, affective, cognitive, and compensatory functions. This application allows the use of AR-based visual media that supports increased student understanding and learning

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motivation. This learning can be used so that students are active and active in the learning process, so that student learning outcomes increase. (Rahman, 2022; Ramadani et al., 2023)

At the normality stage, using the Shapiro-Wilk Test using the SPSS computer program version 22, the results of the post-test score for the significance level of the experimental class were 0.051 and for the control class 0.191 and for the significance level was 0.05. Then it can be seen from the results of the experimental group and the control group if the significant posttest score > 0.05. This shows that the data on the learning outcomes of the experimental group and the distribution control are normal or the normality testing requirements are met and can be continued to analyze the homogeneity. After the results of the normality of distribution test are normal, the next stage is to carry out homogeneity testing in order to determine whether the two samples have the same variance or not. In addition, the experimental and control groups obtained posttest results with a significance of 0.207. Through these results, the experimental or control group had a homogeneous variant or originated from the same variant. This is due to the learning outcomes in both the experimental and control groups > 0.05. Based on the results of the homogeneity analysis, it can be seen that the learning outcomes of students in the experimental group (class VIII-I) and students in the control group (class VIII-II) have homogeneous or similar variants. (E. M. Nasution et al., 2023)

Based on hypothesis testing using the independent t-test formula, through the calculation of independent-sample t-test on the learning outcomes produced significantly or sig. (2-tailed) is worth 0.04 so Ha is accepted while H0 is rejected. This is due to the significance or sig. (2-tailed) > 0.05. Therefore, the data obtained is proven that there is a significant influence of the use of the team quiz strategy on the learning outcomes of grade VIII at MTs Perkumpulan Amal Bakti 2 Sampali.

The significant influence of Assemblr Stusio learning on the learning outcomes of grade VIII students of Sinar Husni Junior High School shows that the results of the posttest data trial value using the Independent Sample T Test with Assemblr Stusio learning obtained a calculated T value of 3.859 and sig (2-tailed) which is 0.001. To find out the value of the distribution T, the table is based on df-28 with a significant level = 0.05 is 2.048. Because the value of T calculated > the T table (3,859> 2,048) and sig (2-tailed) is 0.001 < 0.05, Ha is accepted and Ho is rejected. Based on this hypothesis, it is concluded that Ho is rejected and Ha is accepted, which means that there is a significant influence between Assemblr Studio learning on student learning outcomes. Based on the findings of researchers at Sinar Husni Junior High School, Assemblr Studio learning has an effect on student learning outcomes in social studies class VIII at Sinar Husni Junior High School.

CONCLUSION

Based on the results of analysis, statistical testing, and discussion, it can be concluded that learning using Assemblr Studio media has a significant influence on students' learning outcomes. This is shown by the increase in the average score of students in the experimental group, where the average pretest score of 66.9 increased to 80.7 in the posttest. This improvement reflects that the use of Assemblr Studio media in the teaching and learning process is very effective in improving student understanding and learning outcomes.

Conversely, in the control group that used the lecture learning strategy, the increase in scores also occurred but not as much as in the experimental group. The average pretest score in the control group was 66.5, while the posttest score increased to 77.75. Despite the improvements, the results were not as effective as the group using Assemblr Studio, suggesting that the lecture method was less than optimal in facilitating improved learning outcomes.

The results of the hypothesis test using an independent t-test showed that the calculated t value of 3.859 was greater than the table t of 2.048 at a significance level of 5%. In addition, the significance value (2-tailed) of 0.001 < 0.05, and the F calculation of 13.235 is greater than the F of the table of 4.20. This suggests that there is a significant difference between the two treatments given to the experimental group and the control group. Thus, the alternative

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hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, which means that the use of the Assemblr Studio learning strategy significantly affects the Social Science learning outcomes of grade VIII students of Sinar Husni Junior High School.

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Sosioedukasi
JURNAL ILMIAH ILMU PENDIDIKAN DAN SOSIAL
ISSN: 2086-6135 E-ISSN: 2541-612x
Volume 14 No. 3. September 2025 https://ejournal.unibabwi.ac.id/index.php/sosioedukasi/index

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