

THE USE OF ASSEMBLR EDUCATION IN TEACHING MORAL LESSONS AT THE INDONESIAN SCHOOL OF KUALA LUMPUR

Eva Kartina Rahmadhani¹, Ahmadi², Taufiqqurrahman Hasyim³

¹ Fakultas Tarbiyah, Institut Studi Islam Muhammadiyah Pacitan, Indonesia

² Fakultas Tarbiyah, Institut Studi Islam Muhammadiyah Pacitan, Indonesia

³ Pusat Pendidikan dan Kebudayaan Kedutaan Besar Republik Indonesia, Kuala Lumpur, Malaysia

Email : evakartina05@gmail.com¹

Received: August 2025

Accepted: August 2025

Published: October 2025

Abstract :

This study examines the use of Assemblr Edu in teaching moral lessons at Sekolah Indonesia Kuala Lumpur, Malaysia. Employing a qualitative case study design, data were gathered through in-depth interviews with teachers and students as well as direct classroom observations to capture authentic learning dynamics. The findings reveal that Assemblr Edu significantly enhances student engagement, motivation, and active participation during lessons. The interactive and immersive features of the application help students visualize abstract moral concepts, thereby deepening their comprehension and fostering reflective thinking. In addition, the use of digital media encourages collaborative learning and provides students with experiences that are more relatable to their daily lives. However, several challenges emerged, including limited technological infrastructure, unequal access to devices, and the need for continuous teacher training to maximize the potential of digital tools. To address these issues, the study recommends improving school facilities, strengthening digital literacy, and providing professional development programs for educators. Overall, the integration of Assemblr Edu demonstrates meaningful progress in utilizing ICT to foster students' character development, particularly in cultivating moral values within the Indonesian school context abroad.

Keywords: Educational Applications; Assemblr Edu; Teaching Morals; Interactive Education

Abstrak:

Penelitian ini mengkaji penggunaan aplikasi Assemblr Edu dalam pembelajaran materi moral di Sekolah Indonesia Kuala Lumpur, Malaysia. Penelitian menggunakan metode kualitatif dengan pendekatan studi kasus, melalui wawancara mendalam dengan guru dan siswa serta observasi langsung terhadap proses pembelajaran di kelas. Hasil penelitian menunjukkan bahwa penggunaan Assemblr Edu mampu meningkatkan keterlibatan, motivasi, dan partisipasi aktif siswa. Fitur interaktif dan visualisasi tiga dimensi dalam aplikasi ini membantu siswa memahami konsep moral yang bersifat abstrak, sehingga pembelajaran menjadi lebih bermakna, kontekstual, dan mudah dipahami. Selain itu, pemanfaatan media digital ini juga mendorong kolaborasi antar siswa dan menumbuhkan refleksi terhadap penerapan nilai moral dalam kehidupan sehari-hari. Namun demikian, penelitian ini juga menemukan adanya sejumlah tantangan, antara lain keterbatasan akses teknologi, ketimpangan ketersediaan perangkat, serta kebutuhan pengembangan kompetensi guru dalam mengintegrasikan TIK. Berdasarkan temuan tersebut, penelitian ini merekomendasikan peningkatan infrastruktur sekolah, dukungan fasilitas, serta program pelatihan profesional bagi guru. Secara keseluruhan, integrasi Assemblr Edu merupakan langkah penting dalam penerapan TIK untuk mendukung pendidikan karakter, khususnya dalam penguatan nilai moral siswa di sekolah Indonesia luar negeri.

Kata Kunci: Aplikasi Pendidikan; Assemblr Edu; Pembelajaran Moral; Pendidikan Interaktif

INTRODUCTION

In today's rapidly advancing digital era, technology has become an integral part of various aspects of life, including the field of education. The incorporation of technology into learning has become essential to create experiences that are more engaging, interactive, and effective. Among the platforms with significant potential in supporting educational practices is Assemblr Edu. This platform enables the creation of augmented reality (AR) and 3D-based learning content with relative ease. Through its innovative features, Assemblr Edu assists teachers in presenting material in a more visual and interactive manner, thereby fostering students' interest and comprehension (Pokhrel, 2024). In the context of moral education at the Indonesian School of Kuala Lumpur, the use of Assemblr Edu addresses a crucial challenge: balancing students' moral and intellectual development. Current observations reveal that educational institutions often emphasize academic achievement while overlooking the moral aspects necessary for holistic growth (Arroisi, Mustopa, & Djayusman, 2024). This imbalance underscores the need for innovative strategies, such as Assemblr Edu, to enrich moral education through interactive and engaging approaches. Although moral education has been the subject of prior research, few studies have examined the role of digital tools like Assemblr Edu, particularly in the setting of Kuala Lumpur schools. Therefore, this study seeks to investigate the effectiveness of Assemblr Edu in facilitating moral learning, aiming to bridge this gap and contribute to ongoing discussions on educational practices in Indonesia (Arroisi et al., 2024).

The incorporation of Assemblr Edu into ethical learning at Sekolah Indonesia Kuala Lumpur is closely aligned with the Sustainable Development Goals (SDGs), particularly in improving the quality of education and fostering students' ethical awareness. This qualitative study underscores the transformative role of technology in education, especially in cultivating critical thinking and ethical reflection within learning environments. Assemblr Edu provides interactive and engaging experiences that are essential for achieving SDG 4 (Quality Education) (Costa, de Brito Silva, Espuny, Rocha, & de Oliveira, 2024). Its design supports inquiry-based approaches, enabling students to critically examine ethical issues, consistent with teacher training initiatives that promote SDG awareness (Alcantud-Díaz & Lloret-Catalá, 2023). Moreover, the use of this platform allows local ethical dilemmas to be integrated into lessons,

ensuring that learning remains contextually relevant and impactful for students in Kuala Lumpur (Mbah & East, 2022). By emphasizing ethical content, Assemblr Edu empowers learners to develop as responsible global citizens who contribute to sustainability and ethical practices (Alm, Melén, & Aggestam-Pontoppidan, 2021). Nonetheless, the integration of such technologies also raises challenges, including disparities in access and the risk of deepening educational inequalities in resource-limited settings (Costa et al., 2024).

Augmented Reality (AR) is a technological innovation that merges two- and three-dimensional objects into real-world environments and projects them in real time. Unlike Virtual Reality, which fully immerses users in an artificial world, AR complements reality by overlaying digital elements, typically accessible through mobile device cameras. This interactive and engaging nature of AR has been shown to enhance students' interest and motivation in learning. In the current digital era, integrating technology into education has become increasingly vital, particularly in the teaching of moral values. Sekolah Indonesia Kuala Lumpur (SIKL), an institution that emphasizes character education, seeks to incorporate technology into its learning process, one of which is through the Assemblr Edu application. Assemblr Edu promotes active learning by enabling students to interact directly with moral content, fostering stronger engagement (Sunandari, Maharani, Nartika, Yulianti, & Esasaputra, 2023). This platform facilitates the creation of interactive digital materials, allowing moral concepts to be presented in ways that are both engaging and easily comprehensible. Moreover, digital platforms such as Assemblr Edu can simplify abstract moral ideas, making them more accessible to students (Syafitri et al., 2024). The use of Assemblr Edu at SIKL is not only intended to improve student participation but also to deepen their understanding of essential moral principles relevant to daily life. Technology in this context encourages learners to critically explore and discuss ethical issues, thereby promoting deeper reflection (Erni Suryati Pihung & Ni Nyoman Padmawati, 2022). This study, therefore, aims to investigate how the implementation of Assemblr Edu can contribute to the teaching and learning of moral education at SIKL.

Findings indicate that the use of Assemblr Edu significantly enhances student engagement and comprehension of moral content. As an AR-based interactive learning platform, Assemblr Edu provides an immersive and dynamic environment that is particularly effective for teaching moral education. Its features enable students to interact with both real and virtual elements,

thereby deepening their understanding of abstract moral concepts (Daniel A & Suleiman, 2023). User feedback also suggests that the platform makes moral values more concrete and relevant by transforming abstract ideas into tangible experiences (Ismail et al., 2021). At Sekolah Indonesia Kuala Lumpur (SIKL), the integration of Assemblr Edu into moral learning aligns with the school's emphasis on character education. The platform allows the creation of interactive digital content tailored to moral lessons, which has demonstrated high levels of validity and effectiveness in improving students' engagement and comprehension (Rahmawati & Kartikasari, 2023). Furthermore, SIKL supports character development through initiatives such as digital learning plans and life-based curricula (Munawaroh, Widyastuti, & Itsnaini, 2021). Assemblr Edu reinforces these programs by promoting creativity, collaboration, and active participation, while also accommodating diverse learning needs in line with inclusive education strategies (Yuliani & Yulianto, 2023). Overall, the use of Assemblr Edu represents an innovative approach to moral education that combines interactivity, accessibility, and meaningful value formation.

Moral education is fundamental to shaping students' character, particularly within the complexities of today's global context. As an institution dedicated to character development, Sekolah Indonesia Kuala Lumpur (SIKL) continuously seeks innovative teaching methods to strengthen students' understanding and application of moral values. The Assemblr Edu application offers opportunities to design interactive and engaging content, making lessons more accessible and meaningful for learners. Technology serves as a bridge in the learning process by providing diverse and immersive educational experiences (Nafisah & Zafi, 2020). One such innovation is the integration of Assemblr Edu, a digital platform that enables the development of dynamic learning materials to enhance moral instruction. Its use in teaching moral content at SIKL is intended to foster active student participation and create a more engaging classroom environment. Through the incorporation of technology into the educational process, students are expected to more easily grasp and internalize moral values, applying them in everyday life. Accordingly, this study seeks to examine the effectiveness of Assemblr Edu in improving student engagement and comprehension of moral education.

The findings indicate that the use of Assemblr Edu enhances student engagement and strengthens their comprehension of moral content. Nevertheless, the study also highlights several challenges, including limited

technological access and the need for teacher training. Accordingly, it is recommended that schools improve their technological infrastructure and provide professional development for educators to optimize the use of this application in moral instruction. The integration of Assemblr Edu at SIKL not only represents progress in adopting digital learning tools but also contributes to students' character formation, aligning with the global movement toward incorporating Information and Communication Technology (ICT) into moral education. This initiative is expected to serve as a model for other schools to adopt similar technologies in efforts to strengthen moral values education among students.

RESEARCH METHOD

This study employs a qualitative research method to examine the use of Assemblr Edu in teaching *Akhlak* at Sekolah Indonesia Kuala Lumpur, drawing on prior research on innovative pedagogical approaches in Islamic education. The focus is on integrating technology and creative media to improve student engagement and comprehension of moral values. The use of audiovisual tools such as Assemblr Edu can make *Akidah Akhlak* lessons more engaging and memorable, comparable to the role of Islamic soap operas in strengthening students' understanding of *Aqidah* (Rozaq, Setiawan, Hakim, & Yanto, 2024). The integration of multimedia technology in Islamic education has also been found to positively influence student motivation and academic performance (Ayu Lestari & Muhammad Guntur Alting, 2024). Beyond data collection, this approach emphasizes exploring the broader social and emotional dimensions of students' learning experiences.

The methods applied in this study including interviews, observations, and documentation offer a comprehensive perspective on the effectiveness of Assemblr Edu in enhancing moral education. Through interviews, researchers were able to capture students' voices directly, gaining insights into how the application supports their understanding of moral values. Students shared personal experiences, challenges encountered, and their adaptation to technology-based learning. Classroom observations further enriched the findings by revealing students' engagement levels, group interactions, and the ways in which moral concepts were applied during learning activities. Documentation, such as teaching notes and instructional materials, provided additional evidence of how Assemblr Edu was integrated into the curriculum and contributed to

character development (Nuraeni, Sukandar, & Helmawati, 2022). The results demonstrate that Assemblr Edu not only improves students' comprehension of moral content but also fosters a more engaging and interactive learning environment. Nonetheless, challenges such as limited technological access and the need for teacher training were also identified. To maximize the potential of this application, the study recommends strengthening technological infrastructure and providing adequate professional development for educators, thereby ensuring that the integration of Assemblr Edu can effectively support students' character growth.

FINDINGS AND DISCUSSION

The findings of this study reveal that the use of the Assemblr Edu application in teaching moral lessons at Sekolah Indonesia Kuala Lumpur (SIKL) has a notable positive effect on both student engagement and comprehension. Most students reported that Assemblr Edu made moral education more engaging and interactive. Its technology-oriented features demonstrate that digital learning tools can significantly boost learners' motivation and creativity (Wulandari, 2023). Students felt more actively involved in the process, as reflected in their participation in discussions and collaborative activities. The platform also fostered a more enjoyable classroom atmosphere, which in turn increased students' motivation to learn. Observations further indicated that those using Assemblr Edu developed a deeper understanding of moral concepts. The interactive content allowed students to connect moral values with real-life contexts, making it easier for them to internalize and apply these principles. Additionally, the platform provided opportunities for creative expression, as students collaborated on digital content projects that encouraged critical and innovative thinking in presenting moral values.

Although the findings demonstrate positive outcomes, several challenges were also identified. Limited technological access in certain classrooms posed obstacles to the effective implementation of the application. Moreover, the need for adequate teacher training in utilizing Assemblr Edu was highlighted as a crucial factor to ensure its optimal use. Based on these considerations, the study recommends that schools strengthen their technological infrastructure and provide professional development for educators, thereby maximizing the benefits of the application in moral education and supporting students' character development. Overall, the integration of Assemblr Edu into moral learning at

Sekolah Indonesia Kuala Lumpur (SIKL) has proven to be an effective approach in enhancing student engagement and comprehension while reinforcing character education goals. Designed to foster interactive and participatory learning, the application offers features that enable the creation of dynamic digital content, allowing teachers to present moral lessons in ways that are both engaging and contextually relevant. A key advantage of Assemblr Edu lies in its ability to contextualize moral values within everyday life. Through simulations, videos, and interactive quizzes, students are better able to grasp and internalize ethical principles, making learning not only more enjoyable but also more applicable to their daily experiences.

The integration of Assemblr Edu in teaching moral education at Sekolah Indonesia Kuala Lumpur (SIKL) enhances student engagement and comprehension through its interactive digital platform. By enabling the development of multimedia-based learning materials, Assemblr Edu effectively conveys moral lessons while supporting SIKL's mission to promote both character formation and creativity in learning. This innovation complements conventional teaching practices by incorporating modern technology, thereby creating a more dynamic and meaningful learning environment. *Interactive Learning*: Assemblr Edu provides opportunities to design engaging content that illustrates moral concepts through augmented reality and multimedia presentations, making lessons more impactful and easier for students to remember (Ariansyah et al., 2024). *Character Development*: The platform also contributes to SIKL's efforts in fostering character education by offering resources that stimulate moral reasoning and encourage ethical discussions among learners (Munawaroh et al., 2021).

Studies indicate that learning materials developed with Assemblr Edu received strong validity assessments from experts, confirming that the content is both pedagogically sound and engaging (Alisnaini, 2024). Students also provided positive feedback regarding the platform's usability and effectiveness, underscoring its practicality in enhancing the learning process (Ariansyah et al., 2024). While the integration of Assemblr Edu offers considerable benefits, several challenges must be addressed to ensure its successful implementation in moral education. One of the key issues identified is unequal access to technology; some students lack adequate devices or stable internet connections at home, which limits their ability to fully participate in digital learning. Ensuring equal access to technological resources is therefore essential. Another challenge relates to teacher

preparedness. Although Assemblr Edu provides a variety of features, educators require training to effectively integrate it into instruction. Such training should not only focus on developing engaging content but also on strategies for aligning the platform with the existing curriculum.

Beyond the challenges previously identified, it is essential to consider the long-term implications of using Assemblr Edu in moral education. By fostering an interactive and engaging learning environment, students not only gain knowledge of moral values but also develop critical thinking and analytical skills that are essential in daily life. Technology-based learning encourages creativity, innovation, and problem-solving abilities, while Assemblr Edu in particular promotes collaboration among students. Through group projects, learners can co-create digital content that illustrates moral concepts, which not only deepens their understanding but also cultivates important social competencies such as communication, cooperation, and empathy. In this way, students experience moral learning not merely as abstract theory but also as practical application in peer interaction. Furthermore, integrating feedback from both students and teachers is crucial for refining the use of Assemblr Edu. Surveys and group discussions can provide insights into user experiences, challenges, and suggestions, offering valuable input to enhance the platform's effectiveness and ensure its alignment with students' needs and curricular goals.

At Sekolah Indonesia Kuala Lumpur (SIKL), the integration of Assemblr Edu has yielded positive outcomes, with students demonstrating strong enthusiasm when engaging with the application in moral learning. Previous research highlights that the use of AR in education not only enhances academic outcomes but also increases student involvement in the learning process (Handayani, 2024). Moreover, collaboration with external stakeholders such as application developers or other educational institutions offers opportunities for further innovation. Initiatives like workshops or seminars involving experts in education and technology could provide valuable insights into maximizing the role of digital tools in moral instruction. Ensuring the sustainability of this program requires the active participation of all stakeholders, including parents, teachers, and school administrators. For instance, involving parents by informing them about the use of Assemblr Edu may strengthen their support for students' character development at home. In this way, moral education becomes a shared responsibility, extending beyond the classroom into students' daily lives. With these collaborative efforts, the adoption of Assemblr Edu in moral education at

SIKL has the potential to deliver broader and more lasting impacts, nurturing a generation that is not only academically capable but also possesses strong character and ethical values.

Table. 1 Research on the Use of Assemblr Edu App

Researcher Name and Year Published	Title of Research	Research Result
Padang F, Ramlawat, Yunus S, et al (2021)	Application of Augmented Reality-based Assemblr Edu Media to Increase Learning Motivation of Class VII Students of SMPN 3 Makassar (Study on the Subject Matter of the Organization System of Life of Living Things)	The use of Assemblr Edu learning media can increase students' learning motivation because it looks interactive, real, and can be seen from various angles(Lino Padang, Ramlawati, Yunus, & Samputri, 2021)
Akhmad Sugiarto (2022)	Penggunaan Media Augmented Reality Assemblr Edu untuk Meningkatkan Pemahaman Konsep Peredaran Darah.	The response of students regarding the feasibility as media was 99.11% and the use of Assemblr Edu made it easier to understand the concept of blood circulation because it felt alive and moving (Sugiarto, 2022).
Alfa, D., & Astuti, T. (2025)	Development of Digital Learning Media Integrated with Augmented Reality in Learning Fiction Texts in Elementary Schools	Based on the results showed that augmented reality-based digital learning media received very feasible qualifications from experts in the field of media and materials. Digital learning media integrated with augmented reality is also considered very practical seen from student responses and teacher responses(Alfa & Astuti, 2025).

Augmented Reality (AR) applications can be designed for the Android platform and integrated with print media such as books and newspapers (Riskiono, Susanto, & Kristianto, 2020). Today, AR has been widely utilized across various sectors, including healthcare, entertainment, industry, and education. Within the educational domain, AR serves as an alternative learning medium that combines visual, auditory, and video elements to present information more effectively. This technology enables abstract concepts to be illustrated in a more concrete way, while allowing students to engage with virtual objects for extended periods, thereby enhancing their learning motivation (Enzai, Ahmad, Ghani, Rais, & Mohamed, 2020). One practical example of AR implementation in education is demonstrated by Lutfi Irawan, whose Android-based AR application was developed to introduce the structure and functions of plants (Bagas Setyawan, Sri Widiyanti, & Tinuk Agustin, 2024).

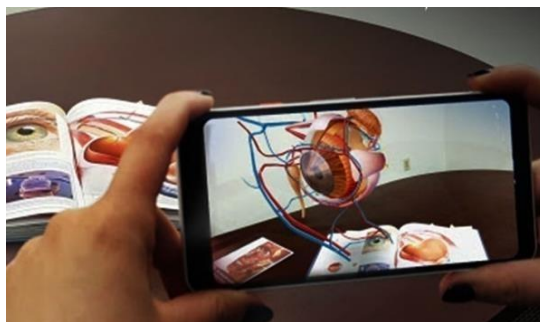


Figure 1.1. Example of Augmented Reality (AR) development

Augmented Reality (AR) offers significant advantages in the field of education. Teachers can easily design AR-based learning media through applications available on the Play Store and App Store, such as AR Studio and Assemblr Edu, without requiring additional software. Assemblr Edu, as a platform specifically designed for education, enables both teachers and students to create interactive learning materials with ease. The application provides a wide range of engaging 2D and 3D visuals across different themes (Nugrohadi & Anwar, 2022). By utilizing Assemblr Edu, educators and learners are encouraged to explore creativity in presenting subject matter, which fosters greater student interest and motivation. Beyond making the learning process more enjoyable, Assemblr Edu also enhances the meaningfulness of classroom activities, encouraging active student participation in constructing knowledge. Nevertheless, AR-based media carries both strengths and limitations.

Augmented Reality (AR) offers several advantages in its application. This technology provides a more interactive and effective learning experience by combining virtual objects with the real world. It can be implemented across various learning media, making its use flexible and adaptable to different contexts. Moreover, AR allows relatively simple object modeling, requires affordable development costs, and is easy to operate, which increases its accessibility for both teachers and students. Nevertheless, AR also presents certain limitations. The technology is highly sensitive to changes in viewing angle, which may affect the quality of the displayed content when the device position shifts. In addition, restrictions within AR application development platforms may limit creativity in producing more innovative content. Another drawback is its demand for substantial device memory to ensure optimal performance of AR-based applications (Ariansyah et al., 2024).

The concept of Augmented Reality (AR) was introduced by Thomas P. Caudell in 1990. AR has three main characteristics: combining the real world and

the virtual world, providing information interactively and in real-time, and displaying in three-dimensional form (Caudell & Mizell, 2003). The use of AR supports the visualization of abstract concepts and is applied in various fields such as gaming, medicine, and image processing. However, in the context of education, its utilization is still limited.

There are steps in making Augmented Reality media in Assemblr Edu. In total, there are eight steps to create AR media in Assemblr Edu.

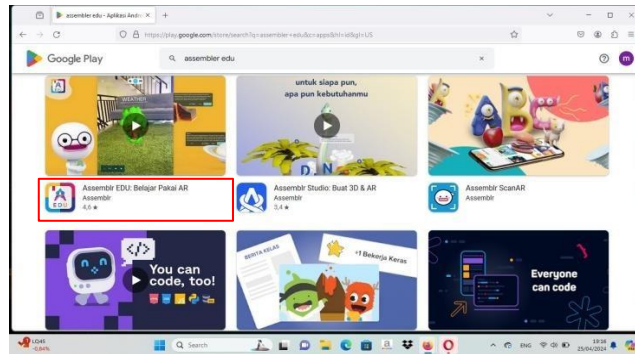


Figure 1.2. Downloading the Assemblr Edu

- 1) Downloading the Assemblr Edu application on google chrome

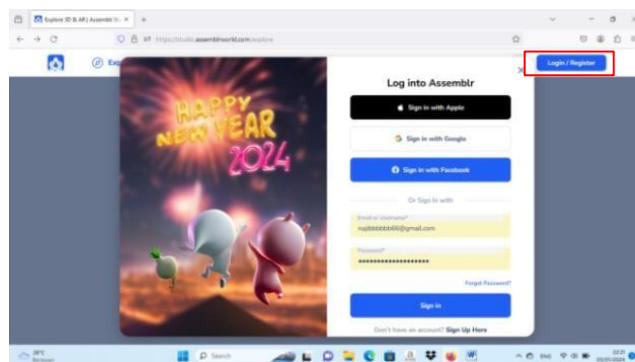
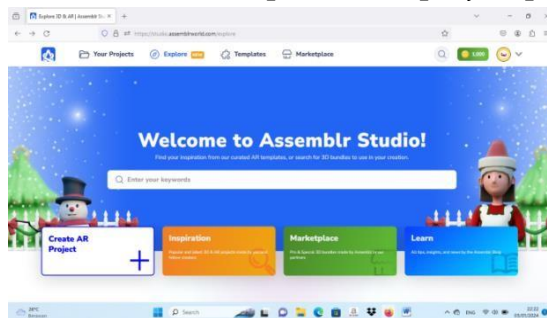
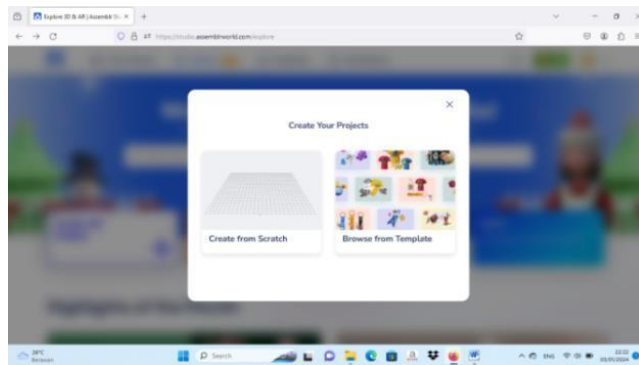


Figure 1.3. Register on the Assemblr Edu application

- 2) Clicking the “+” button to open a new project page



- 3) Clicking the “+” button and selecting “Create From Scratch” to add 2D, 3D, and text objects on a new project sheet



4) Clicking the cube button to add a 3D object



Figure 1.6. Adding 3D objects

5) Selecting 3D objects that match the desired project material

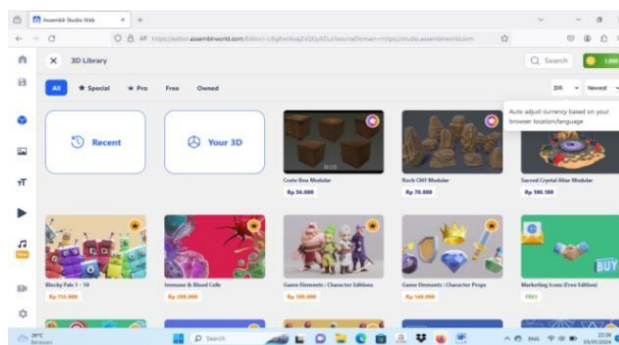


Figure 1.7. Selecting a 3D object

6) Create a project and then save it

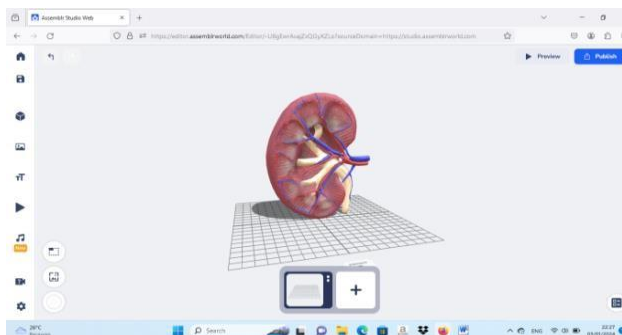


Figure 1.8. Create a project

6) Publish the project and get a barcode so that it can be accessed more easily

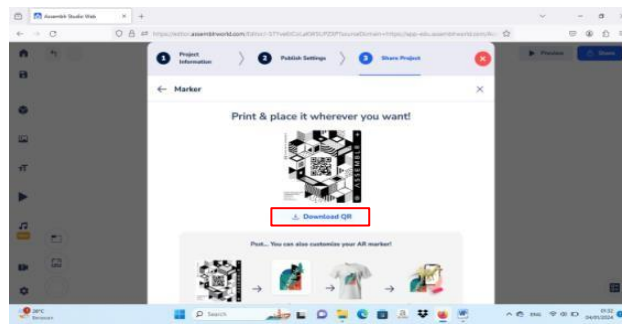


Figure 1.9. Publishing the project and getting the barcode

How to Use Augmented Reality Learning Media with Assemblr Edu Application.

- 1) With the Assemblr Edu app, select the "Scan" menu using the camera to scan the marker



Gambar 1.10. Scan Menu

- 2) After scanning the marker provided

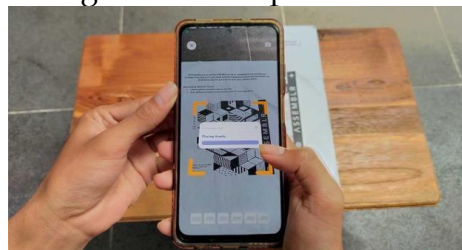


Figure 1.11. Scanning the Marker

- 2) After scanning the marker, observe the material in the form of 2D and 3D objects by sliding the Android screen

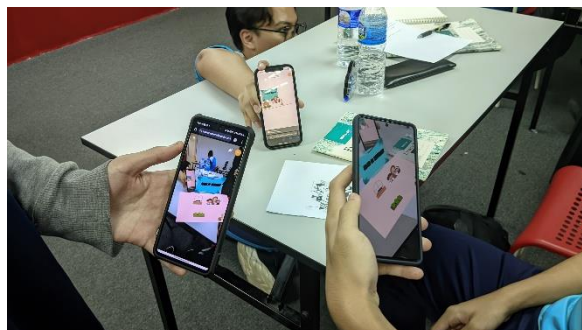


Figure 1.12. Observing the Material

CONCLUSION

The implementation of the Assemblr Edu application in teaching moral

education at Sekolah Indonesia Kuala Lumpur has demonstrated encouraging outcomes. Findings indicate that this platform not only enhanced students' engagement but also strengthened their comprehension of moral concepts. By providing an interactive and stimulating learning experience, students were able to better connect moral lessons with real-life contexts. Despite challenges related to limited technology access and the need for teacher training, recommendations for infrastructure development and professional training are suggested to maximize the potential of this technology in education. Integrating Assemblr Edu into moral education at SIKL represents a progressive step aligned with the global trend of incorporating Information and Communication Technology (ICT) into values-based learning.

Beyond its educational benefits, the use of Assemblr Edu also contributes to broader social objectives, particularly the Sustainable Development Goals (SDGs). In relation to SDG 4 (Quality Education), this study enhances the quality of learning by fostering active participation and deeper engagement with moral content, thereby preparing students to become morally grounded individuals. It also supports SDG 16 (Peace, Justice, and Strong Institutions) by cultivating values such as tolerance and mutual respect, which are essential for fostering peaceful and inclusive communities. Furthermore, in line with SDG 17 (Partnerships for the Goals), this initiative highlights importance of collaboration among schools, parents, and the wider community in advancing educational outcomes. Altogether, the research underscores the significance of integrating technology in moral education, demonstrating its positive role in shaping students' character development while contributing to the achievement of broader sustainable development goals.

REFERENCES

- Alcantud-Díaz, M., & Lloret-Catalá, C. (2023). Bridging The Gap Between Teacher Training And Society. Sustainable Development Goals (Sdgs) In English As A Foreign Language (Efl). *Globalisation, Societies And Education*, 1-12. <https://doi.org/10.1080/14767724.2023.2283510>
- Alfa, D. N., & Astuti, T. (2025). Development Of Digital Learning Media Integrated With Augmented Reality In Learning Fiction Texts In Elementary Schools. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 11(1), 293. <https://doi.org/10.33394/jk.v11i1.13672>
- Alisnaini, A. (2024). Pengembangan Media Pembelajaran Website Menggunakan Assemblr Edu Pada Materi Keanekaragaman Suku Dan Budaya Indonesia

- Di Kelas V Sdn 213/Viii ..., 5(4). Retrieved From <https://Repository.Unja.Ac.Id/62138/%0ahttps://Repository.Unja.Ac.Id/62138/5/DaftarRujukan.Pdf>
- Alm, K., Melén, M., & Aggestam-Pontoppidan, C. (2021). Advancing Sdg Competencies In Higher Education: Exploring An Interdisciplinary Pedagogical Approach. *International Journal Of Sustainability In Higher Education*, 22(6), 1450–1466. <https://doi.org/10.1108/Ijshe-10-2020-0417>
- Ariansyah, Isnaini Leo Shanty, Tety Kurmalasari, Legi Elfitra, Abdul Malik, & Dody Irawan. (2024). Pengembangan Media Pembelajaran Arcer (Augmented Reality Cerpen) Berbantuan Assemblr Edu Dan Canva Pada Materi Teks Cerpen Siswa Kelas Ix Sekolah Menengah Pertama Negeri 4 Tanjungpinang Tahun Ajaran 2023/2024. *Santhet (Jurnal Sejarah Pendidikan Dan Humaniora)*, 8(1), 528–545. <https://doi.org/10.36526/Santhet.V8i1.3471>
- Arroisi, J., Mustopa, R. H. B. C., & Djayusman, R. R. (2024). Coping The Discrepancy Between Moral And Intellectual Achievement: The Model Integration Of Higher Education And Modern Islamic Boarding Schools In Indonesia. *Indonesian Journal Of Islam And Muslim Societies*, 14(2), 231–257. <https://doi.org/10.18326/Ijims.V14i2.231-257>
- Ayu Lestari, & Muhammad Guntur Alting. (2024). Harmoni Ilmu: Menyelami Dimensi Baru Pendidikan Islam Melalui Integrasi Ilmu Pengetahuan, Teknologi, Dan Seni. *Jurnal Dirosah Islamiyah*, 6(2), 378–386. <https://doi.org/10.47467/Jdi.V6i2.1681>
- Bagas Setyawan, Sri Widiyanti, & Tinuk Agustin. (2024). Pengenalan Struktur Tumbuhan Dan Fungsi Tumbuhan Berbasis Video Animasi 2d. *Saber : Jurnal Teknik Informatika, Sains Dan Ilmu Komunikasi*, 2(4), 239–248. <https://doi.org/10.59841/Saber.V2i4.1742>
- Caudell, T. P., & Mizell, D. W. (2003). Augmented Reality: An Application Of Heads-Up Display Technology To Manual Manufacturing Processes, (February), 659–669 Vol.2. <https://doi.org/10.1109/Hicss.1992.183317>
- Costa, A. C. F., De Brito Silva, A. M., Espuny, M., Rocha, A. B. T., & De Oliveira, O. J. (2024). Toward Quality Education: Contributions Of <Scp>Edtech</Scp> To The Achievement Of The Fourth <Scp>United Nations</Scp> Sustainable Development Goal. *Sustainable Development*, 32(3), 1634–1651. <https://doi.org/10.1002/Sd.2742>
- Daniel A, & Suleiman, I. . (2023). Enhancing Pupil Engagement And Learning Through Augmented Reality-Based Interactive Phonetics Education. *World Journal Of Advanced Engineering Technology And Sciences*, 9(1), 260–271. <https://doi.org/10.30574/Wjaets.2023.9.1.0131>
- Enzai, N. I. M., Ahmad, N., Ghani, M. A. H. A., Rais, S. S., & Mohamed, S. (2020). Development Of Augmented Reality (Ar) For Innovative Teaching And

- Learning In Engineering Education. *Asian Journal Of University Education*, 16(4), 99–108. <https://doi.org/10.24191/Ajue.V16i4.11954>
- Erni Suryati Pihung, & Ni Nyoman Padmawati. (2022). Pelatihan Pengembangan Pembelajaran Digitalisasi Di Era Society 5.0. *Jurnal Pengabdian Kepada Masyarakat Widya Mahadi*, 2(2), 121–128. <https://doi.org/10.59672/Widyamahadi.V2i2.1963>
- Handayani, T. (2024). Penerapan Media Augmented Reality Menggunakan Assemblr Edu Untuk Meningkatkan Prestasi Akademik Bidang Ips Di Tingkat Sekolah Dasar, 33(2), 129–146. Retrieved From <https://journal-fip.um.ac.id/index.php/sd/article/view/1016/289>
- Ismail, I., Iksan, N., Subramaniam, S. K., Abdulbaqie, A. S., Pillai, S. K., & Panessai, I. Y. (2021). Usefulness Of Augmented Reality As A Tool To Support Online Learning. *Jurnal Ilmiah Teknik Elektro Komputer Dan Informatika*, 7(2), 277. <https://doi.org/10.26555/jiteki.V7i2.21133>
- Lino Padang, F. A., Ramlawati, Yunus, S. R., & Samputri, S. (2021). Penerapan Media Assemblr Edu Berbasis Augmented Reality Untuk Meningkatkan Motivasi Belajar Peserta Didik Kelas Vii Smpn 3 Makassar. *Prosiding Seminar Nasional Pendidikan Ipa Ii*, 125–135. <https://doi.org/10.26858/Semnaspendipa.V1i1.30576>
- Mbah, M. F., & East, L. A. (2022). How Can “Community Voices” From Qualitative Research Illuminate Our Understanding Of The Implementation Of The Sdgs? A Scoping Review. *Sustainability*, 14(4), 2136. <https://doi.org/10.3390/Su14042136>
- Munawaroh, D. A., Widyastuti, S. W., & Itsnaini, A. N. (2021). Implementasi Pembangunan Karakter Dan Kreativitas Pembelajaran Siswa Melalui Program Utama Pada Sekolah Indonesia Kuala Lumpur. *Kajian Pendidikan Dasar*, 6. Retrieved From <https://journal.unismuh.ac.id/index.php/jkpd/article/download/4676/3168>
- Nafisah, F. T., & Zafi, A. A. (2020). Model Pendidikan Karakter Berbasis Keluarga Perspektif Islam Di Tengah Pandemi Covid-19. *Ta'allum: Jurnal Pendidikan Islam*, 8(1), 1–20. <https://doi.org/10.21274/Taalum.2020.8.1.1-20>
- Nugrohadi, S., & Anwar, M. T. (2022). Pelatihan Assembler Edu Untuk Meningkatkan Keterampilan Guru Merancang Project-Based Learning Sesuai Kurikulum Merdeka Belajar. *Media Penelitian Pendidikan: Jurnal Penelitian Dalam Bidang Pendidikan Dan Pengajaran*, 16(1), 77–80. <https://doi.org/10.26877/Mpp.V16i1.11953>
- Nuraeni, S., Sukandar, A., & Helmawati, H. (2022). Manajemen Pembelajaran Pendidikan Agama Islam Untuk Penguatan Karakter Agama Dan Moral. *Edukasi: Journal Of Educational Research*, 2(1), 33–52. <https://doi.org/10.57032/Edukasi.V2i1.118>

- Pokhrel, S. (2024). Pengaruh Penggunaan Media Pembelajaran Assemblr Edu Pada Mata Pelajaran Ips Terhadap Minat Belajar Siswa Kelas Viii Smp Negeri 2 Sungguminasa Kabupaten Gowa. *Ayan*, 15(1), 37–48. Retrieved From https://Digilibadmin.Unismuh.Ac.Id/Upload/40537-Full_Text.Pdf
- Rahmawati, R., & Kartikasari, R. D. (2023). Pengembangan Bahan Ajar Digital Teks Cerita Fantasi Bermuatan Nilai-Nilai Moral. *Journal On Education*, 5(3), 7835–7846. <https://doi.org/10.31004/joe.v5i3.1569>
- Riskiono, S. D., Susanto, T., & Kristianto, K. (2020). Rancangan Media Pembelajaran Hewan Purbakala Menggunakan Augmented Reality. *Cess (Journal Of Computer Engineering, System And Science)*, 5(2), 199. <https://doi.org/10.24114/Cess.V5i2.18053>
- Rozaq, A., Setiawan, T. A., Hakim, A. R., & Yanto, F. (2024). Peningkatan Pemahaman Siswa Pada Mapel Akidah Akhlak Melalui Tayangan Sinetron Islam Ktp. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 4(3), 365–379. <https://doi.org/10.54437/Irsyaduna.V4i3.1827>
- Sugiarto, A. (2022). Penggunaan Media Augmented Reality Assemblr Edu Untuk Meningkatkan Pemahaman Konsep Peredaran Darah. *Jurnal Guru Inovatif*, 1–13. Retrieved From <https://jurnalmadaris.org/index.php/md/article/download/248/44/604>
- Sunandari, S., Maharani, A. S., Nartika, N., Yulianti, C., & Esasaputra, A. (2023). Perkembangan Era Digital Terhadap Pentingnya Pendidikan Karakter Anak Sekolah Dasar. *Journal On Education*, 5(4), 12005–12009. <https://doi.org/10.31004/joe.v5i4.2161>
- Syafitri, S., Sholeh, M., Fransiska, A., Tasya, A., Amanda, A. F., Lorenza, D. M., ... Hoiriyah, V. N. (2024). Transformasi Karakter Peserta Didik Akibat Penggunaan Teknologi. *Nusra : Jurnal Penelitian Dan Ilmu Pendidikan*, 5(2), 499–508. <https://doi.org/10.55681/Nusra.V5i2.2496>
- Wulandari, A. (2023). Video Editing Application As Learning Media On Students' Character Education In Madrasah Tsanawiyah. *Jurnal Visi Ilmu Pendidikan*, 15(1), 93. <https://doi.org/10.26418/jvip.v15i1.55460>
- Yuliani, S., & Yulianto. (2023). International Community Service Activities (Pkm) In Sekolah Indonesia Kuala Lumpur (Sikl). *Ajad : Jurnal Pengabdian Kepada Masyarakat*, 3(1), 46–50. <https://doi.org/10.59431/Ajad.V3i1.155>