

ABSTRAK

Penelitian ini bertujuan untuk mengetahui tingkat motivasi belajar siswa setelah menggunakan *Adaptive Learning System* berbasis *Artificial Intelligence* (AI), mendeskripsikan pengalaman siswa dalam menggunakan sistem tersebut, serta mengetahui hubungan antara pengalaman siswa dalam menggunakan *Adaptive Learning System* berbasis *Artificial Intelligence* (AI) dengan motivasi belajar siswa. Penelitian ini menggunakan pendekatan *mixed method* dengan desain *Sequential Explanatory*. Populasi penelitian adalah seluruh siswa kelas X PPLG SMK Negeri 1 Kota Lhokseumawe yang berjumlah 34 siswa. Data kuantitatif dikumpulkan melalui angket dan dianalisis menggunakan korelasi *Pearson Product Moment*, regresi linear sederhana, dan koefisien determinasi, sedangkan data kualitatif diperoleh melalui wawancara mendalam dan dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa motivasi belajar siswa setelah menggunakan *Adaptive Learning System* berbasis *Artificial Intelligence* (AI) berada pada kategori sedang. Pengalaman siswa dalam menggunakan AI menunjukkan respons yang cenderung positif, terutama dalam membantu memahami materi yang sulit, meningkatkan kepercayaan diri, serta memberikan pengalaman belajar yang lebih fleksibel sesuai kebutuhan siswa. Hasil analisis statistik menunjukkan terdapat hubungan yang signifikan antara pengalaman siswa dalam menggunakan *Adaptive Learning System* berbasis *Artificial Intelligence* (AI) dengan motivasi belajar siswa yang ditunjukkan oleh nilai signifikansi $0,002 < 0,05$. Dengan demikian, hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Disimpulkan bahwa semakin baik pengalaman siswa dalam memanfaatkan AI sebagai sarana belajar, maka semakin tinggi motivasi belajar yang dimiliki siswa.

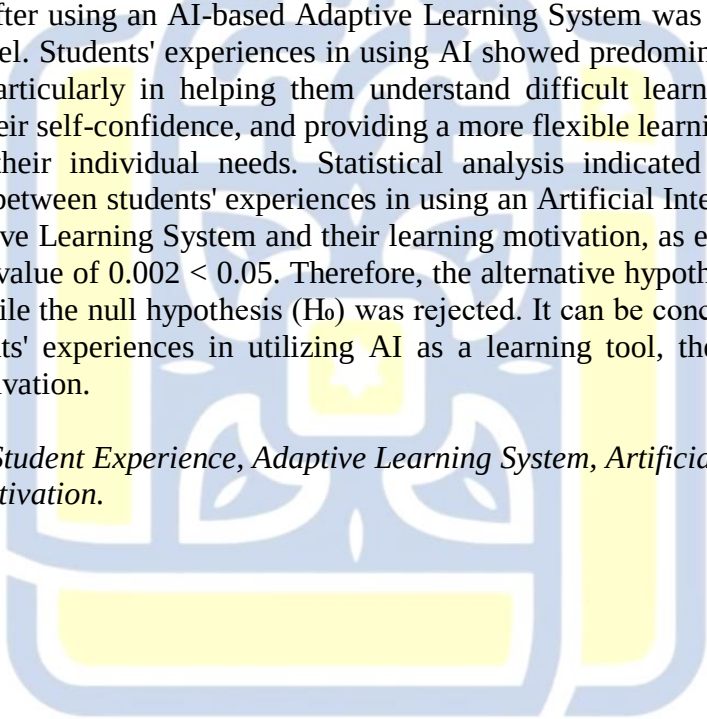
Kata Kunci: *Pengalaman Siswa, Adaptive Learning System, Artificial Intelligence, Motivasi Belajar.*

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ABSTRACT

This study aimed to determine students' learning motivation after using an Artificial Intelligence (AI)-based Adaptive Learning System, describe students' experiences in using the system, and examine the relationship between students' experiences in using an AI-based Adaptive Learning System and their learning motivation. This study employed a mixed-method approach with a Sequential Explanatory design. The population consisted of all 34 tenth-grade students of the Software and Game Development (PPLG) program at SMK Negeri 1 Lhokseumawe. Quantitative data were collected through questionnaires and analyzed using Pearson Product Moment correlation, simple linear regression, and the coefficient of determination. Qualitative data were obtained through in-depth interviews and analyzed using the Miles and Huberman model. The findings revealed that students' learning motivation after using an AI-based Adaptive Learning System was generally at a moderate level. Students' experiences in using AI showed predominantly positive responses, particularly in helping them understand difficult learning materials, increasing their self-confidence, and providing a more flexible learning experience that suited their individual needs. Statistical analysis indicated a significant relationship between students' experiences in using an Artificial Intelligence (AI)-based Adaptive Learning System and their learning motivation, as evidenced by a significance value of $0.002 < 0.05$. Therefore, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected. It can be concluded that the better students' experiences in utilizing AI as a learning tool, the higher their learning motivation.

Keywords: *Student Experience, Adaptive Learning System, Artificial Intelligence, Learning Motivation.*



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