

# The Influence of Using 3D Holographic Media on Student Engagement in Learning Geometry

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## Abstract

This study aimed to investigate the influence of using 3D holographic media on students' learning engagement in geometry. The research design employed both quantitative and qualitative approaches with a sequential explanatory method. The research subjects were eighth-grade junior high school students. Data collection instruments included interviews and observation sheets. The data analysis technique used normative analysis. The results of this study suggest that the utilization 3D holographic media has a positive impact on students' engagement in geometry learning. The summary of observational outcomes reveals a continuous rise in student activity, indicating their adjustment to the learning process. These results corroborate the idea that 3D holographic media improves student interactivity and engagement, consistent with findings from prior research. Despite the improvements, the study underscores potential areas for further enhancement, especially concerning group collaboration.

**Keywords:** Student Engagement; 3D Hologram Media; Geometry Learning.

## 1. Introduction

Education plays a crucial role in shaping a competent generation, and student engagement is a key factor in ensuring the effectiveness of the learning process. Although general facts indicate a positive correlation between student engagement and academic achievement, the on-the-ground reality often reveals low student participation, especially in geometry learning (Hiebert et al., 2003). This challenge demands educators to seek innovative methods, and the use of visualization media such as 3D holograms has been proposed as a promising solution (Van den Heuvel-Panhuizen & Drijvers, 2014).

3D holographic media has garnered attention as a form of visualization that can enhance student engagement in geometry learning. Various studies indicate that 3D holograms provide a deeper visual dimension (Mayer, 2001) and a high level of interactivity (Chien, 2013), creating a more engaging learning experience. Therefore, the use of 3D holographic media is expected to provide a positive stimulus to increase student engagement in understanding geometric concepts.

In this research, we will explore the impact of using 3D holographic media on student engagement in geometry learning. References such as Huang et al. (2016) demonstrate that learners' attitudes toward virtual reality learning environments can influence the effectiveness of learning, while Milgram and Kishino's (1994) work on the taxonomy of mixed reality visual displays provides a theoretical foundation for the integration of 3D holographic technology. Additionally, Dede (2009) emphasizes that immersive interfaces can enhance engagement and learning, which is relevant to the focus of our research.

## II. Material and Methods

This research adopts a mixed-methods approach, combining both quantitative and qualitative methods through the use of the explanatory sequential method. This approach provides flexibility in integrating quantitative and qualitative data simultaneously, yielding a deeper understanding of student engagement in geometry learning. The research process will commence with the implementation of quantitative methods, followed by a qualitative phase and interpretation. The design of the explanatory sequential research

provides an advantage in detailing findings generated from quantitative analysis before delving further through qualitative methods (Creswell & Plano Clark, 2011).



The subjects of this study are 8<sup>th</sup>-grade junior high school students, considered a representative group for investigating student engagement in geometry learning. The selection of research subjects is based on the consideration that 8<sup>th</sup>-grade students are at a cognitive development stage conducive to a better understanding of geometric concepts (Piaget, 1970).

Data collection methods in this research involve interviews and observations of student engagement. Interviews will provide a more in-depth understanding of students' perceptions of geometry learning and the factors influencing their levels of engagement. Meanwhile, direct observations will be used to measure and record students' participation levels during the learning process.

Data analysis in this research utilizes a normative analysis approach, focusing on assessing student engagement based on predetermined norms. This analysis allows researchers to measure the extent to which students achieve the expected level of engagement in the context of geometry learning.

### III. Result and Discussion

The recapitulation of observations on student activities while using 3D holographic media can be seen in Table 1 below.

**Table 1 Recapitulation of Student Activity Observation Results**

No	Meeting	Percentage	Category
1	I	2.2	Less Active
2	II	2.5	Active
3	III	3.0	Active
4	IV	3.0	Active
5	V	3.1	Active
Avg		2.7	Active

Table 1 concludes that the level of student activity during the learning process can be categorized as active. This development is evident through the progressive increase in student activity from meeting I to V, consistently falling within the active category.

This improvement is attributed to students' adaptation to the instructional steps presented throughout the learning sessions. Over time, they became more accustomed to the learning steps employed, resulting in an overall positive increase in their engagement and participation in the learning process.

However, for a more in-depth understanding, this research's findings can be connected to relevant theories and studies. Several studies (Conte et al., 2018; Johnson & Smith, 2016) have shown that the implementation of visual media such as 3D holograms can enhance interactivity and student engagement in learning. The observation results, noting an increase in student activity, align with these findings, affirming that 3D holographic media can be a crucial factor in improving student engagement in geometry class.

Furthermore, the constructivism theory (Vygotsky, 1978) can be employed to understand that the increase in student activity during learning is a result of the construction of their knowledge through interaction with 3D holographic media. Observation results noting students' adaptation over time also support the idea that constructive learning takes time to build a deeper understanding.

Despite the improvement in engagement levels, there are still aspects that need refinement, particularly in the context of group collaboration. Theoretical references, such as the COOPERATE framework (Roschelle & Teasley, 1995), can provide guidance to enhance student interaction and participation in group situations. Therefore, improvement measures can be taken based on these findings to achieve optimal levels of student engagement in geometry learning using 3D holographic media.

This research contributes by demonstrating that although there is an increase in student activity, there is still potential for further improvement, especially in the aspect of group cooperation. Therefore, future research can delve into more effective teaching strategies and collaborative approaches to ensure maximum student engagement in understanding geometric concepts through 3D holographic media.

#### **IV. Conclusion**

This study indicates that the use of 3D holographic media positively influences student engagement in geometry learning. The recapitulation of observation results shows a progressive increase in student activity, signifying their adaptation to the learning steps.

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