Development of Augmented Reality-Based Pocket Book Pantun (Poketun) Media for Elementary School Students

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Abstract. This study aims to examine the development of Poketun, which is expected to have entertainment power in pantun learning for the current generation who have preferred online game entertainment. In addition to assisting in learning activities, this media also provides entertainment, especially in delivering theories, examples, and steps to make pantun. In this study, research and development methods were used to produce a product in the form of a pocketbook pantun (poketun) based on augmented reality. The poketun application (Pocket Book Pantun) developed based on augmented Reality Media in this study has attained positive results, both from teachers and students. The results showed that the use of this Poketun (Pocketbook Pantun) as a learning media had been positively responded by students and teachers, especially at the elementary school level. Therefore, the presence of information and communication technology is no longer a barrier, but it rather makes learning more engaging.

Keywords: augmented reality · learning media · pantun · pocketbook · Poketun

1 Introduction

The teachers' ability to use digital or information technology is essential because it is a valuable investment. These abilities result in better and more interesting learning. The knowledge related to the optimum use of technology as a learning medium cannot be ignored by teachers [1].

The implementation of digital technology or information technology is expected to carry a positive impact on the quality of the learning process, learning outcomes, and the improvement of students' skills related to learning competencies and the use of communication information technology in schools [2].

Optimal use of learning media is a form of actualizing teacher creativity. This utilization serves as an effort to improve the quality of learning. Teachers and students determine the problems faced in teaching and learning activities to obtain the best solution. The solution can be in the form of assistance using the right information technology application [3].

The ability to use information technology is crucial for teachers and students. It aims to construct more interesting teaching and learning activities. In this case, teachers must be more innovative and creative in the classroom learning process by utilizing information technology [4].

A learning process is expected to be filled with students-teachers communication, increasing students learning interest. Meanwhile, information technology can be adopted in the form of a learning application that facilitates the teaching and learning process in the classroom. One technology application that can escalate student-teacher interaction and students' learning interest is AR (Augmented Reality) technology.

Augmented Reality technology is beneficial for teachers and students in learning activities because it presents authentic and direct interaction between the two. In addition, Augmented Reality technology can optimize student motivation in learning. This technology combines information and communication space on the internet with the natural world to stimulate students' imaginations [5].

According to the principle of learning from home activities mandated on the Circular of the Secretary General of the Ministry of Education and Culture Number 15 of 2020, the use of Augmented Reality technology as a learning medium is very appropriate for the current situation. Augmented Reality technology offers access to learning materials and resources without limitations of time and place. Therefore, the teaching and learning process is not limited by time and place. Teachers and students can hold teaching and learning activities according to their needs from any location at anytime [5].

The primary characteristic of learning media is aiding the learning process for teachers and students. Using the proper learning media, students do not depend on the direct presence of the teacher, so they can carry out learning activities with or without the teacher.

Learning media constructs an interesting, fun, and varied learning process. The application of various learning media according to their needs can train students' abilities in solving difficulties in attaining knowledge and language skills. One of the media that teachers can apply is technology-based media. The application of technology-based media cannot be separated from a set of computers as the main devices. This is because computer technology century has become a popular modern device in the 21st century. It has various programs and features that facilitate the users' activities. Therefore, technology-based media should be adopted in the learning process to develop student skills and knowledge [6].

The use of Augmented Reality technology in the classroom allows students to experience the aesthetic and artistic application of technology. The involvement of this technology in learning provides a positive perception reinforcement for students. Consequently, Augmented Reality technology can attract students' attention and offer a different learning experience, such as accessible learning materials and examples from smartphone devices.

In addition, students can also attain extraordinary opportunities in the learning process. They are more flexible in terms of space and time as well as situations and conditions. This flexibility provides opportunities for students' creativity and independence in enhancing their potential interests and talents, such as literary talent like pantun activities.

Pantun learning activities contribute to the achievement of overall educational goals, such as character education. Through pantun learning, the student's cognitive are honed, along with the affective skills to refine their character, as described in the basic competence of presenting pantun texts [7].

When the teacher wants to introduce literary activities, especially pantun activities to students, the mere presentation of pantun theory can be mundane. Thus, Augmented Reality technology can be used in pantun learning activities. Augmented Reality technology can display pantun learning videos, enhancing the attractiveness of its theoretical explanation. Further, Augmented Reality technology can present a good way of reading pantuns and help understand the types of pantuns.

The presence of Augmented Reality technology in learning can help students remember and understand information about pantun in a more meaningful manner. Augmented Reality technology in the pantun learning generates more interactive pantun activities because it encourages student participation.

Augmented Reality technology will not be optimal if it is not adapted to the needs of students situations and conditions. Due to the fact that media and educational materials fundamentally go hand in hand and complement one another, the presence of augmented reality technology alone is not sufficient. The classroom learning resources include materials, activities, environment, and tools or equipment. Based on this, pocketbooks are one of the learning resources for students.

There are many forms of learning resources. The form of learning resources can be found in the family, classroom, school, school, and even in the community, such as in the village, city, market, or forest. Accordingly, a pocketbook can function as a module that contains teaching materials but in a small size. This maximum size enhances the pocketbook's effectiveness as a learning resource because it can be stored in a pocket, easily carried out, and studied at any time [8].

Pocketbooks can be used as supporting books in the learning process at every level of education. Regulation of the Minister of Education and Culture Number 8 of 2016 concerning books used by education Units defines pocketbooks as non-text books that function as enrichment books in schools. So, pocketbooks are not the primary learning resources because, according to the regulation, textbooks are the main learning resources to achieve fundamental and core competencies.

Pocketbooks used in the classroom depend on teachers' creativity, innovation, culture, or habits. Its use can even be influenced by the use of learning media, such as augmented reality technology. Augmented reality is one of the relatively new learning media. As a learning medium, the use of augmented reality will continue to develop according to the needs of teachers and students [5].

The combination of augmented reality and pocketbook results in an augmented reality pocketbook (augmented reality pocketbook) or pocketbook based on augmented reality technology. Augmented reality pocketbook is expected to construct more fun learning activities. Besides, it is also expected to transform teacher-student interaction become more interactive as well as challenging.

Learning media must motivate students to develop their thoughts and feelings in achieving learning goals. The existence of Augmented Reality technology provides

stimulation to students' motivation, interests, thoughts, and feelings in learning activities [9].

The augmented reality-based pantun pocketbook is named Poketun (Pocketbook Pantun). This pocket book contains pantun theory and the proper way to read pantuns, thus making learning as more interactive and expressive spaces in online and offline learning for students at the elementary school level.

Poketun is a combination of knowledge from old literary works and information technology. This combination presents a relatively new innovation in literature and technology.

2   Method

This study used a design and development (D&D) model. This model was used to develop, design, and validate an existing product, tool, and model or create a new product. The design and development (D&D) model is a systematic study of a series of design, development, and evaluation processes. This method aims to build an empirical basis for creating products, instructional tools, non-instructional tools, and new or improved models through the development process [10].

Our product development consisted of six stages, namely 1) identifying the problem; 2) describing the objectives; 3) designing and developing the draft; 4) testing the draft; 5) evaluating the results of testing, and 6) communicating the results [11].

The D&D model focuses on the study of the design and development processes, the impact of design, and specific development. There are two categories in the D&D model, namely product and tool research and model research [10]. This research was classified as a product and tool category as it provided an explanation of the design and development process, along with product analysis and evaluation.

The participants in this study were teachers and fifth-grade students of a state elementary school in Bandung Regency, Indonesia. Practically, this research contributed to improving the product for learning pantuns in elementary schools. This study also provided a variety of learning media using a pocketbook pantun (Poketun) based on Augmented Reality.

This study used a qualitative and quantitative approach (mixed method). Instruments in making media products were prepared based on development guidelines, including software and hardware development. Further, the developed product was validated by an expert using a validation instrument. The product was also evaluated further using a product trial instrument and a learning observation instrument related to the pantun learning process. The data collection technique was carried out using triangulation techniques with a combination of various data collection techniques, including observation, interviews, and questionnaires.

In this study, the obtained data were analyzed using qualitative and quantitative descriptive analysis techniques. The quantitative descriptive analysis technique was used in processing the data obtained through a questionnaire in the descriptive percentage. The qualitative descriptive analysis technique was used to process data from expert reviews and user responses accompanied by semi-structured interviews. The results of the reviews and responses were in the form of assessments, inputs, responses, criticisms,

and suggestions for improvement. Furthermore, the analysis results were used to improve the developed product.

3   Results and Discussion

This section describes the teachers' and students' responses to the Augmented Reality-based Pocketbook Pantun (Poketun) media.

3.1   Elementary School Teacher's Response to Pocketbook Pantun (Poketun) Media Based on Augmented Reality

The primary school teachers to the Augmented Reality-based Pocketbook Pantun (Poketun) media is presented in Table 1.

A total of 4.4 (88%) respondents agreed that Poketun could be easily installed on Android-based smartphones. In addition, 89% of respondents also agreed that Poketun was easy to operate. This finding signifies that Poketun offers an easy installation and usage for elementary school teachers, supporting the teaching and learning activities in schools to achieve learning objectives [12].

In addition, the elementary school teachers also stated that Poketun presents numerous valuable features with a clear function. As many as 4.8 (96%) respondents approved of the great features of POketun, while 92% of teachers described the application's non-complicated usage. Additionally, Poketun does not require additional devices for its operation, so elementary school teachers do not need other devices to carry when teaching. It only needs an Android-based smartphone.

Our findings confirm that Poketun carries positive influences on teachers as it is a practical learning media. One of the respondents also described that Poketun has good features and clear instructions and does not need additional devices for its operation. As

Table 1. Teacher's Responses to Pocketbook Pantun (Poketun) Based on Augmented Reality

Number	Parameter	Average	Percentage
1	Easy installation on an Android-based smartphone	4.4	88%
2	Easy to operate	4.45	89%
3	Requires no additional devices in its operation	4.4	88%
4	All features can work properly	4.8	96%
5	All features are easy to use	4.6	92%
6	All features have a clear function	4.6	92%
7	Interesting Poketun display	4.8	96%
8	Simple Poketun view	4.25	85%
9	Poketun can help teachers in learning pantuns	4.4	88%
10	Poketun pocket book is not easily damaged	4.55	91%

it only needs to be installed on Android-based smartphones, this media is economical since it is affordable price compared to other types of devices. Besides, Android-based smartphones are very popular, so people can easily use this learning media [13].

Elementary school teachers agreed that Poketun's appearance was attractive. The questionnaire results showed that 96% of teachers agreed with its attractiveness. Besides, 85% of teachers also argued that Poketun has a simple display. Based on this data, the appearance of Poketun is quite attractive and simple. This is in line with the demands of 21st-century learning, which requires teachers to create interesting and entertaining learning by utilizing information technology. This media also follows the recent information and technology advancement, which induced the emergence of various sophisticated learning media [14].

The sophistication of the learning media display should not complicate its application in classroom learning. Complex learning media often distract the learning process since the teachers face difficulty in operating them. However, our developed Poketun media offers a simple design that will not complicate its implementation.

Poketun learning medium has great benefits in aiding students to learn pantun, as signified by 88% of teachers who had expressed the advantages of Poketun usage. This proves that Poketun is a communication tool (media) that helps teachers deliver information and enhances students' learning interests. Besides, Poketun also presents the relevant materials to learning objectives so that it facilitates students learning.

Elementary school teachers also agree that the Pocket Book used in Poketun is not easily damaged, as expressed by 99% of the teachers in their responses to the questionnaire. Unlike the common paper-based pocketbook, which can get easily damaged, this Poketun media is resistant to damage, can be carried everywhere, and is often read by students. Teachers do not have to worry about the quality of the paper from Poketun because the quality of the paper is not bad, and it is not easily damaged even though it is often carried everywhere and is often used [15]. This weakness does not apply to Poketun.

3.2 Elementary School Students' Response to Pocketbook Pantun Media (Poketun) Based on Augmented Reality in Pantun Learning

Aside from the elementary school teachers, this study also involved elementary school students. We involved 20 elementary school students during the tryout of Poketun in pantun learning process.

The elementary school students completed a questionnaire after the series of pantun learning treatments using the Augmented Reality Pocket Book (Poketun). The questionnaire contained a number of items and a Likert scale with scores ranging from 1 (strongly disagree), 2 (disagree), 3 (undecided), 4 (agree), and 5 (strongly agree). The questionnaire items represented the learning syntax, student involvement in learning, use of learning media, and learning evaluations carried out. Students' responses to the questionnaire are summarized in Table 2.

Around 97% of students stated that they enjoyed the pantun learning, while 88% of them loved learning using the Poketun media. These findings indicated students' broad enthusiasm for learning pantun using Poketun. Meanwhile, 89% of participants expressed that they had an interesting learning experience using the Poketun media.

Table 2. Students' Response to Pantun Learning Using Augmented Reality Pantun Pocket Book Media

Number	Parameter	Average	Percentage
1	I like to learn pantun.	4.85	97%
2	I like to learn pantun using the augmented reality pantun pocketbook.	4.4	88%
3	Learning pantun using the augmented reality pantun pocketbook was interesting.	4.45	89%
4	Learning by using the augmented reality pantun pocketbook increases my interest and motivation to learn pantun.	4.5	90%
5	I find the augmented reality pantun pocketbook easy and helpful in pantun learning.	4.75	95%
6	Learning pantuns using the augmented reality pantun pocketbook can help me in expressing ideas.	4.4	88%
7	Learning pantuns using the augmented reality pantun pocketbook grows my creativity/imagination.	4.6	92%
8	Appreciation through Poketun can motivate me to learn pantuns.	4.5	90%
9	Learning pantuns with an augmented reality pantun pocketbook enhanced my bravery to ask questions and express opinions.	4.45	89%
10	I prefer this learning to the usual conventional learning.	4.5	90%
11	Learning activities in pantun are not monotonous because of the teachers' range of teaching strategies.	4.55	91%
12	With group or class discussion activities, the problems are easier to be solved.	4.4	88%
13	The presentation of learning material is not complicated and can be easily understood.	4.65	93%
14	Teachers' guidance on the ways to make good pantuns during the learning process is helpful for me.	4.55	91%
15	Cross-reading activities between students can help me find out the shortcomings of the essays that I have written.	4.55	91%
16	The publication of best essays in the school media motivates me to be more active in making pantuns.	4.55	91%

Thus, Poketun is a great learning medium since it improves students' learning interests while also assisting them in learning the material in a more structured and well-organized manner [16].

Table 3. Student Responses to Poketun (Pocket Book Pantun Based on Augmented Reality)

Number	Parameter	Average	Percentage
1	Easy installation on Android smartphones.	**4.55**	**91%**
2	Poketun is easy to operate.	**4.6**	**92%**
3	Poketun does not require the use of any additional devices for its operation.	**4.35**	**87%**
4	All features can work properly.	**4.6**	**92%**
5	All features are easy to use.	**4.55**	**91%**
6	All features have a clear function.	**4.3**	**86%**
7	Interesting Poketun display.	**4.55**	**91%**
8	Simple Poketun view.	**4.6**	**92%**
9	Poketun can help in learning pantuns.	**4.6**	**92%**
10	The Poketun pocketbook is not easily damaged.	**4.5**	**90%**

A total of 4.5 (90%) respondents admitted that learning using Poketun media increased their interest and motivation to make pantun. This is also reinforced by the 95% of respondents' explanation that Poketun is beneficial and helpful in assisting them in creating pantun.

Learning pantuns using Poketun media also helped 88% of respondents express their ideas. Besides, 92% of respondents also admitted that Poketun facilitated them to grow their creativity. This media also aids students in understanding the learning materials better since it helps teachers in explaining abstract material to be more concrete so that students can understand them [17].

In addition, 90% of respondents expressed that the implementation of Poketun increased their motivation to make pantun. Meanwhile, 89% of students stated that Poketun improved their bravery to ask questions and express opinions. Therefore, this Poketun media enables more effective teacher-student communication and interaction during the learning process at school [18].

The majority of respondents (90%) also preferred learning with Poketun media to their everyday learning. As a learning media, Poketun also transforms learning to be more enjoyable. Besides, it stimulates students to learn more actively, innovatively, creatively, and in fun [19]. Student responses to Poketun are listed in Table 3.

Table 3 shows that 91% of students agreed on the easy installation of Poketun media, while 92% of them expressed its easy usage. The data shows that elementary school students can easily install and operate Poketun as a learning medium. The straightforward installation and operation of Poketun as a learning media support teaching and learning activities in schools and the achievement of learning objectives. The Poketun was operated using an Android-based smartphone since it offers fast operation, more significant popularity than the computer, and more simple operation than computers [20].

Poketun does not require additional devices for its operation, as agreed by 87% of students. Meanwhile, 92 and 86% of students agreed that Poketun features have a

proper function and clear function, respectively. Also, 91% of the students expressed that Poketun operation is not complicated. Therefore, our data suggested that Poketun can be classified as a good and attractive learning media. The features and design of good learning media improve students' academic performance and facilitate their independent learning [21].

The attractiveness of the Poketun display was recognized by 91% of students, while 92% of them agreed that Poketun has a simple presentation. The application of Poketun as a learning media can increase students' interest and motivation in learning, reduce or avoid verbalism, generate regular, systematic reasoning, foster understanding, and develop values in students. These are the basic reasons for using media in the learning process. A learning media must be able to attract students' attention to teaching and learning activities while also stimulating student learning activities [22].

In the end, 88% of students agreed that Poketun facilitates pantun learning. Besides, 90% of respondents expressed that the Poketun pocketbook is not easily damaged. A media resistant to damage is influential in the learning media selection. Besides, Poketun also helps teachers visualize abstract learning material into more concrete ones [23].

4   Conclusion

Poketun is relatively easy to install and operate on Android-based smartphones by teachers and elementary school students. This proves that Poketun is one of the android-based learning media that is easy to operate and understand. The buttons in the poketun media can function properly according to the instructions for using the media. The use of the Poketun application media (Pocket Book Pantun based on Augmented Reality Media) as an effective and efficient learning medium was responded to positively by teachers and students, especially at the elementary school level. By utilizing the Poketun application media, it is possible to display pantun learning videos to explain the theory of pantuns interestingly. Besides, augmented reality technology application in the learning process makes pantun learning more interactive because it encourages the participation of teachers and students, especially at the elementary school level. Augmented reality technology can attract the attention of teachers and elementary school students because it can be accessed from each student's smartphone device at any time. Finally, the use of Poketun in learning provides a different learning experience than usual. Students are given more flexible opportunities in terms of space and time (situations and conditions). This trains the creativity and independence of students to become more developed according to their potential interests and talents.

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