

Utilization of Augmented Reality in Conservation Folklore

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Abstract

Folklore is a national cultural heritage that still has values that should be developed and utilized for present and future life. Previously, folk tales were spread by word of mouth until finally the stories were known to many people, therefore folk tales were included in oral literature. In folklore there are many life messages that can be implemented in everyday life in order to become a better human being. However, it is a shame that folklore now sounds foreign to society, especially among children and teenagers. Seeing this problem, researchers offer a solution that can restore people's interest, especially teenagers and children, in folklore. By incorporating today's technology into folklore, it will help attract people's interest, especially teenagers and children, to return to reading folklore. Augmented Reality is a technology that can integrate computer objects, both two-dimensional and three-dimensional, into a real environment. This research uses a quantitative approach. Data collection was carried out through pretest and posttest in the form of multiple choice questions with four answer choices. Augmented reality can not only be a medium for increasing knowledge of folklore, but it can also be a medium for increasing students' sense of wanting to preserve folklore.

Keywords: folklore, augmented reality, folklore preservation.

Introduction

Folklore is a form of oral literature which is local wisdom. It is true that every region in Indonesia has unique folklore (Indriyani & Sulaiman, 2020). According to Effendi in (Erfinawati, 2019) Folklore is a national cultural heritage that still has values that should be developed and utilized for present and future life. Folklore has long been born as a vehicle for understanding and the idea of passing on values over time, acting as a basis for communication between creators and society, in the sense that creations are based on sayings and are more easily replaced because they contain elements known to society. Folklore is a tradition passed down from ancient ancestors.

Previously, folklore was spread by word of mouth until finally the story was known to many people, therefore folklore was included in oral literature (Putri & Ahsin, 2022). Fairy tales usually include stories based on local regional culture. The existence of oral literature has almost become extinct as time goes by, because people in Indonesia have little interest in preserving this culture. Folk tales are usually anonymous because in ancient times no one could claim ownership of them and the stories were also spread by word of mouth. Apart from that, folklore also has many versions of its story. This is caused by the influence of geography and also the influence of the process of spread through the words of ancient people (Anafiah, 2015).

Bascom (1965: 4) divides folklore/folk prose stories (folk literature) into three groups, namely (1) myths, (2) legends, and (3) fairy tales. Myths or myths are sacred stories that support a belief system or religion. A legend is a folk prose story that is considered by the person who owns the story to be something that really happened. Therefore, legends are often considered collective "history" (folk history). Fairy tales are folk prose stories that are not considered to have really happened by those who tell the story, and fairy tales are not bound by time or place. Fairy tales are stories that do not really happen (Rosmana, 2010).

In folk tales, there are many life messages that can be implemented in everyday life in order to become a better human being. Mandates in folklore there are implicit mandates, meaning the mandate is hidden and there are also written mandates, meaning the mandate is written directly (Amral & Azlin, 2021). A message is a message that the author wants to convey to the reader. This mandate is in the form of deliberate instructions given by the author about various things related to life problems such as attitude, behavior, and manners (Hakim et al., 2021). To find the message from a folk tale we need to read the folk tale to the end. Otherwise we will not find the message contained in the story (Hasibuan et al., 2022).

However, it is a shame that folklore now sounds foreign to society, especially among children and teenagers. From the results of field observations, it was found that many teenagers did not know the folklore of their own region. This is supported by research conducted by (Mahsa et al., 2022). This is influenced by several factors. One of them is because of the influence of technology which is increasingly developing with the times, thereby replacing the existence of folklore and because of the absence or cessation of the inheritance of folklore from parents to their children. These two factors have caused people to slowly forget folklore.

Of course, this is a problem for the future fate of folklore which is one of the regional cultures. If this continues, in the future the area will lose its culture (Suryatniani, 2019). It is important to know that culture is the identity of a nation and is of course a matter of pride for that nation. However, if the culture is lost, what will be proud of and what will become the identity of the nation.

Seeing this problem, researchers offer a solution that can restore people's interest, especially teenagers and children, in folklore. By incorporating today's technology into folklore, it will help attract people's interest, especially teenagers and children, to return to reading folklore (Siregar et al., 2021). The current technology offered is Augmented Reality or AR. Later Augmented Reality will provide real visual effects on folklore. This is believed to be able to attract people's interest in reading folklore again.

Augmented Reality is a technology that can integrate computer objects, both two-dimensional and three-dimensional, into a real environment. This technology utilizes real-time cameras to capture images and display visualization models (Dwi Putra et al., 2023). Augmented reality has the ability to combine virtual objects with the real world, thereby improving the quality of learning and learning activities. This is in line with Sudaryanto's explanation (Sudaryanto, 2019) Augmented reality can provide additional information to students in multimedia form, allowing them to see the simulation being created and improving the quality of the learning process. According to Mustaqim & Kurniawan in (Saputra et al., 2020), the advantages of augmented reality include: (1) more interactive, (2) effective use, (3) can be widely applied in various media, (4) simple object modeling because it only displays a few objects, (5) is not too expensive to manufacture, and (6) is easy to operate.

Previously, augmented reality has been widely used as a learning and educational medium in various places and various fields. One of them is the use of augmented reality in learning to build space carried out by Indah Purnama Sari et al. from the results that have been carried out, it can be concluded that the use of augmented reality is able to make a contribution to the world of education, namely that it can be used as a learning medium. The learning media in the form of a 3D spatial modeling model based on Augmented Reality is able to present a new, more interactive atmosphere in mathematics learning, which is usually considered boring by elementary school students (Sari et al., 2022). Apart from that, augmented reality can also be used as a promotional media as implemented by Riska Robianto, et al. in promoting tourist parks (Robianto et al., 2022). In the trial, the use of augmented reality as a promotional medium was considered successful in providing additional information that made visitors understand the area and animal areas of TamanWisata better.

Materials & Methods

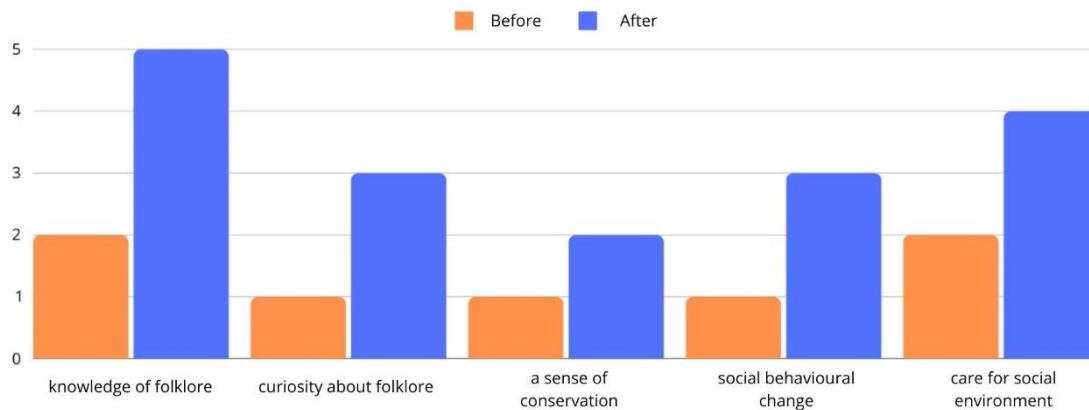
This research uses a quantitative approach (Kurniawan et al., 2022). The research population included all students at MTs Nisam, using a purposive sampling technique consisting of three classes with a total of 193 respondents. Data collection was carried out through pretest and posttest in the form of multiple choice questions with four answer choices. The research instrument has been tested for validity and reliability previously. Apart from tests, non-test instruments such as observations, interviews and documentation studies are also used. Data analysis from the pretest and posttest results was carried out by testing normality first. If the pretest data is normally distributed, then a homogeneity test is carried out on both data. If the results are homogeneous, the analysis continues with the T test (Soeprajogo; Purnama & Ratnaningsih, 2020). In addition, changes in students' reading interest before and after the program were tested using the Wilcoxon test (Lowardi & Abdi, 2021).

Results and Discussion

The research was conducted at MTs Nisam with a total of 193 respondents. This research was carried out in three stages (1) Folklore introduction stage, at this stage the entire team told two folktales to students in an interesting storytelling style. During the storytelling process, students listen carefully to the story being told. The students were also very enthusiastic every time the researcher would tell folk stories. (2) Augmented reality introduction stage. At this stage, we introduce augmented reality technology to students at MTs Nisam. The activity began with a presentation about AR technology to students, followed by showing AR on the folklore that had been read in the previous stage. This stage really attracts students' attention, because this is the first time they see AR directly. In addition, students were briefly introduced to the initial process of creating 3D augmented reality. (3) Roleplay stage. At this stage, students are invited to play games related to the folklore that was read in the previous stage. The aim of this stage is to test the extent of students' understanding of the folklore that has been told. Apart from that, this stage also tests students' understanding of AR which was explained previously. At this stage, significant changes can be seen in students, where they are able to recognize, understand and remember folklore from their own region (Sholikhah et al., 2019).

After the implementation was completed, researchers found that students began to frequently visit the school library to read folklore books. Researchers also found that students exchanged stories about the folklore books they had read. Researchers have distributed questionnaires to students with questions related to 5 aspects. These five aspects are (1) Students' understanding of folklore. (2) Students' curiosity about folklore. (3) The desire to preserve folklore. (4) Changes in students' social behavior. (5) Concern for the social environment (Awe & Ende, 2019). From this questionnaire, the

Student Comprehension and Attitude Diagram



results obtained are as shown in the following graph.

In the graph, it can be seen that there were significant changes in students before and after implementing activities that utilized augmented reality as the medium. The orange graph shows information before carrying out the activity and the blue graph shows information after carrying out the activity. It can be seen in the graph that students' knowledge of folklore has increased very high after applying augmented reality to folklore. This concludes that augmented reality technology can be a medium for increasing knowledge of folklore. In the graph it can also be seen that students' curiosity about folklore has also increased. These results are also supported by observations of researchers in the field who found that students frequently visited their school libraries. Then in the graph it can also be seen that the feeling of wanting to preserve folklore among students has also increased. Even though there is not a big increase, as time goes by, the feeling of wanting to preserve it will become greater in the future. From these three aspects, it can be concluded that augmented reality can not only be a medium for increasing knowledge of folklore, but it can also be a medium for increasing students' sense of wanting to preserve folklore. Apart from that, changes can also be seen in the aspect of changes in social behavior as well as changes in social environmental awareness which is shown in the graph above. This change in social behavior and change in concern for the social environment is the result of the messages contained in the folklore they have read. As written in the introduction, in folklore there are many messages that can be implemented into everyday life and make ourselves better people than before.

Conclusions

Based on the results of the research that has been made, it can be concluded that there has been a significant increase in students' knowledge of folklore. Apart from that, the use of augmented reality in folklore has been proven to increase students' sense of wanting to preserve folklore. It was also found that changes in students' social behavior were obtained from the messages contained in the folklore that students read. Choosing interesting media can make students more enthusiastic and interested in learning about their regional culture, such as folklore. This helps them understand the material more deeply and makes it easier for educators to deliver learning. The use of interesting learning media, such as research on the use of augmented reality in folklore, has proven effective in increasing students' knowledge and attitudes to strengthen local wisdom. It is hoped that this media can be implemented in schools with the support of adequate facilities.

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