Perceptions of Fifth-Semester PGMI Students toward the Implementation of the AR-Based PEMUDA Application

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ABSTRACT

This study aims to analyse the perceptions of fifth-semester PGMI students regarding the use of the PEMUDA application based on Augmented Reality (AR) as a medium for learning and preserving Banten culture. Using a descriptive qualitative approach, data was collected through interviews, observations, and documentation of students who had used the application in their learning. The results of the study show that students have positive perceptions because AR is able to provide a more concrete, interactive, and interesting cultural learning experience through 3D visualisation. The use of this application is considered to facilitate understanding of cultural elements and foster a sense of pride and emotional attachment to local culture. However, technical constraints such as device limitations and dependence on the internet network are still obstacles to its implementation. The research findings confirm that AR has great potential to support cultural learning for prospective primary school teachers, especially in the context of integrating local wisdom with digital technology. This study recommends further research to test the effectiveness of the PEMUDA application on primary school students and in other cultural contexts.

Keywords: *Augmented Reality, Banten Culture, Learning Media, PEMUDA Application, Student Perception.*

INTRODUCTION

Indonesia is known as a country rich in cultural diversity, languages, and customs. This diversity is both the nation's identity and an invaluable heritage that must be preserved. However, in the current era of globalisation and digitalisation, foreign cultural influences are increasingly affecting the lifestyles of the younger generation, resulting in a decline in interest in local culture (Botu et al., 2022). This situation poses a serious challenge to efforts to preserve national culture. The Central Statistics Agency (2020) estimates that Indonesia will experience a demographic bonus in 2030–2040, with the younger generation becoming an important asset in building the nation towards Indonesia Emas 2045 . Therefore, innovative strategies are needed to ensure that the younger generation remains rooted in local cultural values amid rapid technological advances.

In recent years, various studies have highlighted the importance of utilising digital technology as a medium for cultural preservation. Culture itself is understood as the entire way of life of humans, which includes values, norms, knowledge, customs, and works that are passed down from generation to generation as the identity of a community (Syakhrani & Kamil, 2022). Agustinova

(2022) emphasises that the strategy of digitising cultural heritage objects through information technology can strengthen the younger generation's awareness of local cultural values. The study proves that digitisation does not merely serve as documentation, but also as a means of education and cultural promotion. In line with this, Wahyuddin & Amalijah (2025) found that the synergy between digital technology and local wisdom in Mojokembang Tourism Village, Mojokerto Regency, can increase the participation of the younger generation in cultural preservation activities. This research highlights that digital transformation in the cultural sector can create broader and more inclusive interactions between communities and their traditional values.

In addition, Juliawan (2024) in his study on "Digital Citizenship to Preserve National Culture" explains that social media and digital literacy can play an important role in preserving local culture if managed positively and educationally. This research shows that the younger generation actually has great potential in maintaining cultural identity through digital space. The use of information and communication technology (ICT) is certainly a key element in cultural preservation as well as a form of national defence, because the younger generation can play an active role as agents of cultural preservation through the technological innovations they have mastered.

Support for the use of digital technology also comes from the world of education. Ketut Lina Susanti et al (2024), through their research on AR Storybooks of Balinese Culture, proved that Augmented Reality (AR)-based media is effective in introducing regional cultural values to students. AR technology helps students understand cultural elements visually and interactively, making them more interested in learning about local culture. Similar results were also found by Kartini et al., (2024), who developed an Android-based AR application for introducing North Sumatran culture. The study showed that AR technology can increase interest in learning and foster pride in regional cultural heritage.

From the results of previous studies, it can be concluded that the use of digital technology, especially Augmented Reality, has proven to have great potential in supporting the preservation of local culture. However, research specifically examining PGMI students' perceptions of the application of AR-based applications as a medium for cultural preservation is still very limited, especially in the Banten region. In fact, PGMI students have a strategic role as future teachers who will instil local wisdom values in their students from an early age.

The province of Banten itself is one of the regions with a unique cultural wealth, including traditional clothing, traditional houses, musical instruments, special foods, and the existence of the Baduy tribe, which is known for steadfastly preserving the traditions of their ancestors (Setiawan et al., 2024). However, the

existence of this culture has the potential to be eroded by modernisation if it is not preserved through approaches that are relevant to the times. Therefore, the PEMUDA (Introduction to Banten Culture) application based on Augmented Reality (AR) was developed as a medium for learning and preserving local culture that combines the real world with three-dimensional digital objects, so that users can experience an interesting, interactive, and contextual cultural learning experience.

In higher education, especially in the Madrasah Ibtidaiyah Teacher Education Study Programme (PGMI), the introduction of AR-based applications such as PEMUDA is important to study. This is because PGMI students are prospective educators who play a role in integrating local wisdom values into the learning process in primary schools. Thus, this study was conducted to analyse PGMI students' perceptions of the application of the AR-based PEMUDA application in preserving Banten culture, and identify factors that influence perceptions of the use of AR-based PEMUDA applications, as well as to identify the benefits and obstacles of its use as a technology-based cultural learning medium.

METHODS

This study uses a descriptive qualitative approach, which aims to describe in depth the perceptions of 5th semester PGMI students regarding the implementation of the PEMUDA (Introduction to Banten Culture) application based on Augmented Reality (AR) in the context of learning and preserving local culture. This approach was chosen because it is suitable for explaining phenomena naturally and contextually without manipulating variables. The focus of this study is to describe "what" and "how" students perceive the use of the application (Pratiwi et al., 2024). Descriptive qualitative research allows researchers to explore participants' experiences to understand the meaning behind their actions and perceptions in real situations, not to test hypotheses but to gain a deep understanding of the social context being studied (Wulan et al., 2025).

Subjects of Research

The subjects in this study were fifth-semester students of the Madrasah Ibtidaiyah Teacher Education Study Programme (PGMI) at UIN Sultan Maulana Hasanuddin Banten. Students at this level were selected based on the consideration that they already had sufficient learning experience in integrating technology and culture into the learning process. Fifth-semester students are considered to have reflective and critical abilities regarding the use of technology-based learning media, including the PEMUDA (Introduction to Banten Culture) application based on Augmented Reality (AR).

Participants were selected using purposive sampling, a sampling technique based on specific considerations tailored to the research objectives. Purposive

sampling was chosen because not all individuals could provide information relevant to the research focus, so the researchers selected participants who best understood the phenomenon under study (Mulyana et al., 2024). In the context of this study, the criteria for selecting participants included: (1) Having used the PEMUDA AR application at least twice. (2) Willingness to be a respondent and participate in in-depth interviews.

Based on these criteria, three main participants were obtained, namely PGMI students in their fifth semester who had used the PEMUDA application in regional cultural learning activities. This relatively small number of participants was considered adequate in qualitative research because the main focus of the research was not on generalising the results but on the depth of data obtained from the participants' experiences. The sample size in qualitative research is determined by data saturation, which is the condition when no new information emerges from interviews or observations (Subhaktiyasa, 2024). Therefore, three participants are considered sufficient to explore the students' perceptions and experiences in depth regarding the use of the AR-based PEMUDA application.

Instruments and Interview Questions

In qualitative research, researchers are the main instruments that function to interpret data reflectively through direct interaction with participants and research situations (Santoso et al., 2022). In addition to being the main instrument, this study also used semi-structured interview guides as auxiliary instruments to focus the direction of data collection without limiting the participants' freedom in answering.

The interview guide was developed based on the research objective, which was to explore the perceptions of fifth-semester PGMI students regarding the use of the PEMUDA (Introduction to Banten Culture) application based on Augmented Reality (AR) in the context of learning and preserving local culture. The questions were designed to be open-ended so that participants could explain their views broadly, deeply, and naturally. The question design also considers aspects of perception, technical ease, learning value, motivation, and evaluation of application use. This approach is in line with the view of Intifada Zahroh et al (2025) that semi-structured interviews are effective in qualitative research because they provide a balance between structure and flexibility in exploring participants' experiences.

Table 1. The Aspects and Interview Questions

Aspect	Interview Questions
General Perception	1. What was your first impression when using the AR-based PEMUDA application?
Ease and Technicality	2. How easy is the application to use? 3. What problems did you encounter while using it?
Learning Values	4. Does this application help you understand Banten culture better? 5. To what extent does AR make learning more interesting?

Motivation and Engagement	6.	Does using this app increase your motivation to study? Why?
Evaluation and Recommendations	7.	Which part of the PEMUDA application is most effective and needs improvement?

Data Collection

The data collection process in this study was carried out through several structured stages to ensure that the results obtained were valid and accountable. In the preparation stage, the researchers first obtained research permits and ethical approval from the faculty. After that, the researcher explained the purpose of the research to the participants and requested informed consent as a form of voluntary agreement. Before the main interview was conducted, the researcher also conducted a pilot interview to ensure that the questions were clear, relevant, and easy for participants to understand.

The implementation stage was carried out by conducting in-depth interviews in person or online via Zoom or Google Meet. Each interview process was recorded with the participants' permission and supplemented with field notes to capture the context and non-verbal expressions. In addition, the researcher also conducted light observation of student activities while using the PEMUDA application to reinforce the interview findings.

Next, during the data processing stage, all interview results were transcribed verbatim to preserve the authenticity of the information. The researcher then conducted member checking to ensure the accuracy and appropriateness of the meaning of the interview results. Data analysis was carried out using a thematic analysis approach, which included the process of reading the data, coding, grouping themes, interpreting meanings, and compiling a final report in a systematic manner (Nurislaminingsih, 2025).

RESULTS

Students' Perceptions of the Use of the PEMUDA Augmented Reality-Based Application

The results showed that fifth-semester PGMI students had positive perceptions of the use of the PEMUDA Augmented Reality (AR)-based application in learning about Banten culture. Based on a thematic analysis of the interview data, it was found that students considered the application to be capable of providing a more concrete, interesting, and interactive learning experience. The visualisation of cultural objects such as traditional clothing, traditional houses, musical instruments, and folk tale characters in three dimensions made it easier for students to understand cultural elements that were previously only studied through text or static images. This positive perception arose because AR provides an immersive learning experience, allowing students to observe the visual details of culture more closely and interpret

its elements more deeply. These findings are in line with Hidayatullah (2024), who emphasises that direct experiences in natural contexts enhance understanding and shape meaningful perceptions among participants.

Students also revealed that using the PEMUDA application increased their sense of pride and emotional closeness to local culture. Several students stated that they only learned about the details of Banten culture after using AR, and this experience made them want to introduce local culture to primary school students. This shows that the PEMUDA application not only has an impact on cognitive understanding but also contributes to the formation of cultural identity and motivation for cultural preservation. Students' perceptions can be categorised in terms of usefulness, visual appeal, ease of navigation, and pedagogical relevance.

Factors Affecting Student Perceptions

The factors affecting students' perceptions of the use of the AR-based PEMUDA application can be grouped into internal and external factors. Internal factors such as digital literacy, previous experience with technology, and motivation to learn play an important role. Students who are accustomed to using technology-based applications tend to understand AR features more quickly and rate the application as easy to use. Conversely, students who are less familiar with digital media require time to adapt and express that they need additional guidance in using the application. This is in line with the view of Simbolon et al (2025), who state that individual perceptions are influenced by personal experiences and their ability to understand certain stimuli.

External factors that play a role include the quality of devices, internet network stability, availability of institutional support, and the quality of the PEMUDA application content itself. Students with high-specification devices have a smoother learning experience than those using low-capacity devices. In addition, unstable internet networks are a frequently mentioned obstacle by students and have an impact on the smooth use of AR (Anam & Prabowo, 2025). Pedagogical integration is also a concern for students; they believe that the application would be more effective if accompanied by lesson plans, modules, or user guides for teachers so that implementation in primary schools can run smoothly. These findings are in line with the purposive sampling principle used by the researcher, as only students who have directly experienced using the PEMUDA application can provide a complete picture of the factors that shape their perceptions.

Challenges and Opportunities in Using the PEMUDA AR-Based Application

The challenges identified in this study include technical barriers, device limitations, internet connectivity requirements, and user capabilities. Students reported that the AR application requires devices with sufficient RAM and processing power to run smoothly. Some students experienced lag, crashes, or choppy object displays

due to low device specifications. In addition, unstable internet networks made AR marker scanning slow or failed, thereby hindering the smoothness of learning. These obstacles indicate a gap in technological literacy and device access, which are challenges in the implementation of AR in higher education environments.

However, students also see that the PEMUDA application has great potential to be developed as a medium for cultural education in primary schools, especially in IPAS or local content subjects. Students believe that AR can make cultural learning more interesting, interactive, and in line with the characteristics of the younger generation. In addition, this application has the potential to strengthen 21st-century competencies, such as digital literacy, creativity, and critical thinking skills. This opportunity is even more significant considering that AR can serve as a bridge between modern technology-based learning and the preservation of local culture. In line with Asri, (2024) perspective, this opportunity was discovered through the process of data presentation and thematic analysis that highlighted the students' repeated and consistent responses.

DISCUSSION

The results of this study indicate that the use of the PEMUDA application based on Augmented Reality (AR) provides a more vivid and easily understood cultural learning experience for 5th semester PGMI students. These findings are in line with cultural learning theory, which emphasises the importance of concrete and contextual learning experiences so that cultural values can be accepted in a more meaningful way. The 3D visualisation in the application helps students see the details of Banten culture more clearly, so that they not only know about it, but also feel closer to the culture. This supports the view of Mahbubi & Aini (2024) that direct experiences through digital media can enrich the meaning constructed by learners.

When compared to several other studies, the results of this study show similarities. Priyono et al (2025) found that AR can increase student motivation and understanding in cultural and historical learning. Dwi Saputro et al (2025) also reported that the use of AR in cultural heritage learning can strengthen students' cultural literacy and foster their interest in learning about local culture. The findings of this study reinforce these results, particularly in terms of how AR can help students understand culture more comprehensively. The difference lies in the context of the study, which highlights the perspective of PGMI students as prospective teachers, so that they not only learn about culture but also consider how to teach it in primary schools.

The results of this study can be linked to the theory of cultural transmission, which is the process of passing on cultural values from one generation to the next (Varvarigos, 2020). Through the PEMUDA application, students as prospective

teachers gain cultural experiences that they can later pass on to their students. This is in line with UNESCO's (2024) idea that digital technology can be an effective medium for preserving cultural heritage if it is designed appropriately. In addition, the findings of this study are also related to the principle of culturally responsive pedagogy, where learning must be close to the cultural identity of students so that they feel more connected and motivated. With AR, cultural learning becomes more relevant and not just memorisation.

Although it offers many benefits, this study also reveals technical challenges such as the need for adequate devices and a stable internet connection. These conditions have also been found in previous studies and represent a common challenge in the implementation of AR in Indonesia. Gema Rullyana & Rizki Triandari (2024) note that technical barriers often reduce the effectiveness of AR use in the classroom, especially in areas with uneven infrastructure. Therefore, the PEMUDA application needs to be further developed with lighter features or the ability to use it offline to make it easier to implement.

Indonesia has a wide cultural diversity and requires preservation efforts through media that appeal to the younger generation. In Banten, for example, the Baduy culture and various local traditions have important value as intangible cultural heritage. PGMI students have a strategic role in these preservation efforts because they will later teach in primary schools, where the foundations of cultural education are laid. Using AR, such as the PEMUDA application, can be an innovative step to introduce local culture in a way that is more appealing to the digital generation. Thus, this study illustrates that AR technology is not only a learning tool, but also a means of cultural preservation that is in line with current national educational needs.

CONCLUSION

This study shows that fifth-semester PGMI students have a positive perception of the use of the PEMUDA application based on Augmented Reality (AR) in learning about Banten culture. This application is considered to help present cultural material in a more interesting, concrete, and interactive way through 3D visualisation, which facilitates understanding and fosters a sense of pride in local cultural heritage. Despite obstacles such as limited device specifications and unstable internet connections, students still see AR as a learning medium that is relevant to the needs of the digital generation. These findings have practical implications, namely that teachers can utilise AR as an alternative medium for teaching local culture in a more engaging and contemporary manner. For educational institutions, the results of this study encourage the development of local culture-based learning media in school digitisation programmes. This study

recommends that further studies test the effectiveness of the PEMUDA application through experimental methods on primary school students. In addition, further research can examine the impact of AR use on student motivation, creativity, and engagement in the long term to strengthen the contribution of AR technology to cultural preservation.

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