Development of Augmented Reality Storybooks Based on Local Wisdom to Prepare AKM Through Literacy

Eva Maela Sofia[1], Sunyoto Eko Nugroho[2], Agung Tri Prasetya[3]

[1]Master Program, Student of Primary Education, [2]Master Program of Education, Universitas Negeri Semarang, Semarang City, Indonesia

Corresponding Author: Eva Maela Sofia

ABSTRACT

This research aims to develop an Augmented Reality storybook based on local wisdom to prepare AKM through literacy of grade IV students. This type of research is development or Research and Development (RD) using a design model from ADDIE. Data collection was done by observation, interviews, questionnaires and documentation. This research was conducted at SD 4 Honggosoco. The data analysis technique used is a quantitative data analysis technique. The results showed that, (1) Augmented Reality storybook media has characteristics according to the needs of students (2) Storybook media was declared valid based on the results of material experts with 92% acquisition with good criteria, media experts got a percentage of 87% with very good criteria (3) the effectiveness of Augmented Reality storybook media is effectively used based on N-Gain results reaching 0.604 with medium categories (4) The results of student responses state that Augmented Reality storybooks can be well received so that they can be used to prepare Minimum Competency Assessments (AKM) through literacy, proven by the results of students reaching 96% and teachers reaching 95% with very good criteria.

Keywords: Storybook, Augmented Reality, Local Wisdom, Minimum Competency Assessment (AKM), Literacy

INTRODUCTION

Literacy has an important role in people's lives, especially in the world of education. The importance of literacy awareness aims to instill reading habits. One of the supports for educational success is students who have broad insight and knowledge. Based on Antoro's opinion (2017) stated that the key to educational progress and success is not measured through students who get high scores, but the number of students who like to read. The ability to read literacy acts as a capital that students must have to optimize and obtain information directly (Rusmono Alghazali, 2019). Basic reading skills become a way to understand and solve problems in learning at school. One of the government's policies to overcome the low literacy ability of students is by implementing the Minimum Competency Assessment (AKM).

The Indonesian Ministry of Education and Culture currently makes AKM one of the aspects of national assessment. The world of education has an important role in ensuring the life of the nation and state because education can improve and develop the quality of human resources. AKM is an assessment of the basic competencies needed by students to be able to develop their potential and be able to participate positively in society. Based on the opinion of Hidayah et al., (2021) that reading literacy tests the ability to determine information, thought processes, and evaluate. Education in the 21st century students and educators are asked to be able to keep up with the times. In the 21st century, technological developments are

increasingly rapid, so that education does not lag behind, education must run according to the times to make a positive contribution in developing better students. Technological developments have been utilized by schools, one of which is used as a medium for delivering information. The positive impact in the technology-based learning process can be used to improve reading literacy skills in students, this is in accordance with Warsinah (2016) opinion, literacy involves communication, communication between one another in the use of technology. Improving students' reading literacy can be done by an educator by utilizing technology as a medium or intermediary to increase student motivation in reading literacy.

Based on research according to Lisa and Muhammad (2018), UNESCO data on the reading interest of the Indonesian people is very concerning, only 0.001% of 1000 Indonesians. The low reading literacy ability of the community comes from one's own habits and people's mindset. Lisa and Muhammad's opinions are supported by facts that occur in the field showing that grade 4 students of SD 4 Honggosoco are still lacking in digesting information about the material properly. The results of observations and interviews show the low reading literacy of students and the lack of varied learning resources to support the learning process. The lack of enthusiasm of students in reading activities is seen during the learning process.

The understanding of students in understanding a reading is still low as well as knowledge of local wisdom. Students do not fully know the local wisdom in their environment indicated by the low information known. Local wisdom is a hereditary regional culture that needs to be preserved by the surrounding community. The preservation of local culture in the implementation of education needs to integrate local cultural wisdom with the aim of shaping the character of children in accordance with the identity and identity of their ancestors (Oktavianti et al., 2017). Local wisdom can be integrated in learning to provide cultural information in the environment. Learning process activities can provide the development of local wisdom that is not widely known by students, with this educator need to provide learning innovations that link local wisdom according to the subject matter. Educators can develop it by using media or adjusting learning books. The introduction of local wisdom to students aims to make it easier for students to understand and be able to relate to everyday life. One way to support literacy activities is to use storybooks that present stories of local wisdom.

Based on the results of observations and interviews that researchers have conducted at SD 4 Honggosoco on Thursday, August 5, 2021 regarding the implementation of reading literacy, students have been freed up in reading activities in the reading corner in each classroom with various types of books that have been provided by the school, namely books related to learning. Based on the results of interviews that have been conducted on class IV homeroom teachers named Kustiati said that reading literacy activities at school are carried out 15 minutes before learning activities, during face-to-face meetings with some student's literacy activities are still carried out in some classes. Most students do not have the desire to read, which causes a lack of understanding of meaning in reading where students only take books that have pictures without reading the reading in them. There are grade IV students Zavi and Naya said that when carrying out literacy activities they open books to see pictures in books, and sometimes they read books just to play with their friends due to the lack of teacher supervision in literacy activities. The low ability of students to understand the meaning of reading can be seen from the completeness of Indonesian subjects that have not reached minimum completeness, this is due to the lack of innovation carried out in the implementation of activities.

Through local wisdom, researchers want to provide interest by utilizing technology to increase students' interest in literacy

activities. According to Martini Danang, (2019) The technology you want to use is AR where this technology can combine real-world objects with virtual objects or information that is deliberately added to it so that virtual objects appear and occupy the same space as the real world. This AR media can be accessed via mobile phones and in learning this media presents 3D shaped objects so that the original virtual form will come with a shape like real. The application of AR in this case is very helpful in fostering literacy interest in students because there are ornaments in 3D form.

Based on observations in schools, analysis of student handbooks and analysis of previous research, innovation in literacy activities is needed. The importance of research on the development of AR storybooks as an effort to improve reading literacy skills in facing AKM, as well as introducing local regional wisdom to students by utilizing technology. Efforts to use reading literacy media are related to technology so that students can utilize technology properly and correctly. Reading literacy activities can be applied to elementary schools so that in the future it can become a habit of students. The AR Storybook developed is related to the achievement of class IV competencies in Indonesian lesson content which relates to AKM level 2, because students in maple Indonesian have not reached the minimum average. Researchers hope that the development of AR storybooks based on local wisdom can measure the ability of students to understand the meaning of reading, understand new vocabulary, and get to know the culture around them, and students get scores above KKM. Research conducted by Rusmono Alghazali (2019) on the influence of picture story media based on reading literacy on the learning outcomes of elementary school students. The learning outcomes of students using picture story media and comic media experience differences. Learning using picture stories students interact more than using comic media. The learning outcomes of students who have a low interest in reading applying

comic media are still low compared to students who use picture stories.

The use of technology in the learning process has been carried out by Setiawan (2021) by utilizing AR-based reading resources for literacy movements in elementary schools. The purpose of this study is to analyze the use of AR-based reading resources for the literacy movement. The method used in this study by conducting a literature review analyzes the literacy movement in elementary schools, technology and AR reading resources. In this study, researchers experienced obstacles regarding reading literacy activities that had not been implemented properly, one of which was the collection of reading resources that were still lacking and in low grades there were no literacy activities.

The use of technology in learning is relevant to research conducted by Lubis Dasopang (2020) regarding the development of AR-based picture storybooks. The results of this study show that learning media in the form of AR-based picture books can be declared feasible and practical for use in mathematics learning. Based on Lubis Dasopang's explanation, AR-based books can be used to accommodate generation Z students in mathematics learning.

Based on the background of the problem, researchers are interested in studying more deeply about the application of AR media in the reading literacy process. Therefore, the researcher raised the research title "Development of AR Storybooks Based on Local Wisdom to Prepare Minimum Competency Assessment through Reading Literacy".

LITERATURE REVIEW
Picture storybooks are storybooks that are equipped with pictures as helpers in explaining the content of the story. An effective learning process requires learning media that are in accordance with the development of students, for example the use of picture story books as learning media. Lubis Dasopang's opinion (2020) that picture story books are appropriate for elementary

school students, this is because at elementary age they are more likely to like reading in the form of picture stories. Literary works in storybooks have a useful didactive value for students. Didactics is a small part of pedagogics so that students get learning experiences to optimize various values in the learning process (Priyono, 2018).

AR can be defined as a technology capable of combining between virtual objects in a two-dimensional three-dimensional existence in a real environment then projected or displayed in real time (Setiawan, 2021). Virtual technology based on Pramono Setiawan (2019) combines two-dimensional and three-dimensional virtual objects into a real environment and projects those virtual objects in reality in time. AR became one of the technologies capable of uniting between the virtual world and the real world which is to display three-dimensional objects through the camera, so that if the camera is directed at that object the image will look as if it were three-dimensional (Maulana Arifin et al., 2020).

Local wisdom is thoughts, views, beliefs (ideology), attitudes, and actions rooted in local cultural values. These local wisdom values are the result of the collective thinking of a community with positive and noble values that have been tested by the passage of time so that they crystallize into traditions, norms, ethics, and values that are believed and actualized in behavior by the community that owns them (Widiyowati, 2017). Regional culture is one part of culture that has become a tradition, local wisdom is functional to solve and is related to knowledge, experience, and wisdom that can be seen through local aspects which can be interpreted as local wisdom. Based on Suparya's opinion (2019), cultural arts become a legacy for generations to form traditions.

Reading literacy is a participatory endeavor, literacy is believed to be the most important point in all sciences through education. Students who have good reading literacy skills, have high self-confidence, and good learning achievement (Priasti Suyatno,

2021). Reading literacy is an activity that can encourage students to be more active in understanding a reading in the form of literary texts and informative texts which have the aim of obtaining new knowledge related to the source of information they have read and can be integrated in the learning process (Pratiwi, 2017). Reading activities can be interpreted as a process that interprets something conveyed by the author and adds experience for readers to apply in everyday life.

MATERIALS & METHODS
This research is a development or Research and Development (RD). Development research is research used to produce certain products and test the effectiveness of those products. This study used a design model from ADDIE. The ADDIE development model has 5 stages, namely the analysis stage, design, development, implementation, and evaluation. This research was conducted on grade IV students at SD 4 Honggosoco Kudus for the 2021/2022 school year. The subjects of class IV research consisted of 27 students. Data collection techniques are carried out observation, interviews, questionnaires and documentation. Observations were made to determine the ability of grade IV students, by observing the condition of classes, libraries, and literacy activities. Interviews were conducted unstructured to class teachers and grade IV students by asking questions related to literacy activities and preparation for AKM, and needs analysis so that the objectives of literacy activities can be achieved, and continued in the application of media to determine the ability of students to understand the meaning of a reading. The form of questionnaire to be used is a closed questionnaire that will be given to learning media experts and student responses to the developed media. Meanwhile, documentation is a data collection technique carried out as evidence related to the object to be studied. Data analysis in this study uses quantitative data analysis techniques to ensure that the development of Augmented

RESULT

This study aims to produce Augmented Reality storybooks based on local wisdom to prepare minimum competency assessments through reading literacy. This research uses the ADDIE method which has 5 stages. This analysis stage is a stage of shortcomings that occur in schools so that the development of Augmented Reality storybooks based on local wisdom can be created. This stage begins with choosing a product to be developed based on the analysis of the problem or school needs. Analysis of problems in schools will be discussed at the analysis stage so that this stage makes the development of Augmented Reality storybooks more precise and directed.

The world of education has a role in ensuring the life of the nation and state to improve and develop the quality of human resources. The current development of education educators and students are asked to be able to adjust to the times in the digital era. Literacy ability is a mandatory capital for students to have in optimizing information acquisition and making it easier to keep up with the times. Based on the results of interviews with grade 4 teachers of SD 4 Honggosoco Kudus, information was obtained that students did not have the desire to read so that the low ability of students to interpret reading can be seen from the completeness of subjects and ANBK activities that get results below the minimum completeness.

The results of an interview with a grade 4 teacher of SD 4 honggosoco Kudus resulted in the conclusion that the literacy ability of students is still low This can be seen from reading literacy activities before learning activities, students only see pictures in books during literacy activities without reading them. Students feel bored so that in literacy activities do not follow seriously, this is evidenced by the average daily test score on the Indonesian content of 60 even though the AKM is set at 75. The number of students who completed was 36% of the total number of grade 4 students. Based on the data above, it can be seen that the problem that exists in grade 4 students is students' disinterest in reading literacy activities, resulting in low meaning of a lesson. Therefore, a solution is needed to overcome it, through previous research literature studies the use of digital-based storybooks can increase student literacy activities. So the researcher intends to develop an Augmented Reality storybook based on local wisdom to overcome the problems of grade 4 students.

Before developing Augmented Reality storybook products, the first step taken is problem analysis to be able to collect data related to local wisdom stories that will be used as books and can be combined with Augmented Reality digital media made like printed books. At the design stage (Planning) compile components such as stories that are adjusted to the material, evaluations, images, and information related to the material derived from observations and from literature to become a product in the form of Augmented Reality storybooks based on local wisdom for reading literacy.

The main characteristic of Augmented Reality storybooks based on local wisdom developed is that stories in the area are tied to Indonesian materials assisted by digital media Augmented Reality is adjusted with field observations so that learning activities are carried out contextually and images are presented in 3D form through mobile phones. Augmented Reality storybook in which there is a story section which is a story in the Kudus area which aims to make students know and recognize the stories in their area, especially the Holy City so that students have insight, improve literacy and can maintain the relics of the ancestors.

The Augmented Reality storybook product based on local wisdom developed has the advantage of utilizing the story of the surrounding environment for student literacy activities. Literacy activities in learning using regional stories are useful for improving student literacy and inviting them to learn from the surrounding environment, for example the story of the Origin of the

Holy City and the Legacy of Sunan Kudus. Here are the characteristics of Augmented Reality storybooks based on local wisdom. There are book covers, introductions, instructions for use, storybook subchapters, story contents, and games.

Development stage The product developed is Augmented Reality storybook media based on local wisdom in grade 4 students. Before the product is ready to be tested, the developed product needs to be validated by expert validators or experts in accordance with their fields. Validation is carried out by providing an initial product draft in the form of Augmented Reality storybook media based on local wisdom Divan (2018) assessment instrument. Media validity is carried out to 2 validator experts, namely media validator experts and learning media validator experts. The following results of the media expert validation test results can be seen in table I.I.

Table 1.1 Augmented Reality Storybook Media Expert Validation Test Results

No	Aspects of Assessment Indicators	Scor
1	Media Display	22
2	Fill	20
3	Product Completeness	15
Total Score		57
Maximum score		65
Percentage		87%

Media expert validation is carried out in three aspects. Aspects include media display, content, and product completeness. Aspect, there are 13 assessment items with the highest value of 5 and the lowest value of 4. The results of media expert validation obtained a score of 55 with a maximum score of 65 and received a presentation of 87% in the category worthy of use. The following validity test results from material experts can be seen in table I.2.

Table 1.2 Material Expert Validation Test Results

No	Aspects of Assessment Indicators	Scor
1	Media Display	25
2	Functions and Benefits	23
3	Material	12
Total Score		60
Maximum score		65
Percentage		92%

Expert validation of the material is carried out in three aspects. Aspects include the display of media display, Functions and Benefits, and materials. Aspect, there are 13 assessment items with the highest value of 5 and the lowest value of 4. The results of media expert validation obtained a score of 57 with a maximum score of 65 and received a presentation of 92% in the category very worthy of use. In the Implementation stage, the effectiveness of Augmented Reality storybook media research based on local wisdom was carried out at SD 4 Honggosoco which amounted to 27 students. Effectiveness is carried out with preetes and posttest question scores. The questions before being used were tested for quality at SD 1 Banget which amounted to 12 students. Question testing consists of validity, reliability, difficulty and discriminating power. The results are described below.

The effectiveness of Augmented Reality storybook media research based on local wisdom was carried out at SD 4 Honggosoco which amounted to 27 students. Effectiveness is carried out with preetes and posttest question scores. The questions before being used were tested for quality at SD 1 Banget which amounted to 12 students. Molized N-gain test used to measure the increase in the average pretest-posttest result in grade IV SD 4 Honggosoco. The following are the results of a comparison of preetest-posttest scores of students' reading literacy skills can be seen in figure 4.1.

The preetest and posttest scores were then analyzed using the N-Gain test to determine the magnitude of the increase in reading literacy skills of the N-Gain Test. The increase between preetest and posttest can be seen in the thermomalization gain formula (N-gain) below:

$$\text{N (Gain)} = \frac{skor\ rata-rata\ posttest - skor\ rata-rata\ pretest}{skor\ masksimum - skor\ rata-rata\ pretest}$$

$$\text{N (Gain)} = \frac{83-57}{100-57}$$

$$\text{N (Gain)} = \frac{83-57}{100-57}$$

$$= 0.604$$

The results of the N-Gain calculation above, learning using Augmented Reality storybooks based on local wisdom show from the average preetest result of 57 and posttest results of 83 so that the increase in N-Gain is 0.604. The increase in reading literacy ability is seen from the N-gain score category of reading literacy ability test scores between 0.3-7. N-Gain reading literacy ability test of large-scale trial class students is in the medium category, indicated by pretest and posttest score scores. This shows that the application of Augmented Reality storybook media based on local wisdom can improve the reading literacy skills of grade IV students. In line with Aditya's research (2019) states that storybooks can increase reading interest.

DISCUSSION

The characteristics of Augmented Reality storybook media based on local wisdom were developed by researchers in contrast to previous research. The characteristics developed are new innovations because the storybook media developed is in the form of digital-based books. The characteristics of the Augmented Reality-based verita book are equipped with instructions for use to make it easier for readers to use it. The material presented is made practical so that students understand the material faster. The media is equipped with stories of local wisdom around the environment of students. The form of the question is in the form of a crossword puzzle that aims to attract the attention of students. The coloring used is also a bright color so that students are interested in learning it. In addition to the color of the characters displayed, adjusting the content in the story presented attracts the attention of students. In line with research conducted by (Abdilah, 2020) which uses Augmented Reality-based teaching materials to improve students' reading literacy to prepare for AKM. Researchers made updates using Augmented Reality-based storybook media based on local wisdom in grade IV elementary schools.

The increase after the use of Augmented Reality storybooks based on local wisdom is due to the use of storybooks developed in the form of digital books, where students are very enthusiastic in the use of digital media in the process of Literacy activities and the learning process so that students better understand and can carry out Literacy activities well, actively, and able to understand the meaning of the content of the stories that have been read. Setiawan (2016) in his research revealed that Augmented Reality digital products can improve learning in students. With the use of Augmented Reality-based storybooks by combining local wisdom, it can increase motivation in students' reading literacy activities in order to prepare for future minimum competency assessments.

The ability of SD 4 Honggosoco Kudus students in literacy activities has increased, this is because students are given learning using Augmented Reality storybooks based on local wisdom where the learning process students not only receive information from the teacher but students are asked to read stories in books that are done individually by utilizing digital media such as mobile phones to present 3D images that can add information and support from the stories he has read. Students to present 3D images can access through Google by writing down the Web address available in the book or students can scan the Barkot that has been provided then the camera is directed at the image so that the image will appear virtually. Students will have a sense of pleasure in doing Literacy activities using Augmented Reality storybooks because in addition to 3D images of this storybook, there are puzzle games that will make students challenged to do and this game can provide a reflection of the story that has been read. Olivantina at., al (2016) stated that the use of digital-based books can increase the sense of pleasure in students.

The ability of reading literacy of students has increased in Literacy activities in the learning process, this is because in the learning process before using Augmented Reality

storybook media, students feel bored when Literacy activities are carried out both outside learning hours and in the learning process, for example when the teacher orders to carry out Literacy activities, students only flip through books without reading them and students only see pictures that are in the book. In Literacy activities using Augmented Reality storybooks in which there will be 3D images, students give very happy responses And students are not ready to immediately start Literacy activities.

In Literacy activities using Augmented Reality storybooks based on local wisdom, there are many students who can't wait to carry out reading literacy activities because previously it was said that in the storybook there are pictures that can later not only be seen but can also be rotated as desired to see the details of the images, besides that there are also games that in the learning process teachers do not often provide games that can improve Student motivation in interpreting a subject. Student activeness in literacy activities can be seen when using storybooks Mobile phone assistance, this is in line with Amrita (2016) stating that students who are active in the learning process can have a good understanding in interpreting a lesson with a happy feeling.

CONCLUSION
The characteristics of Augmented Reality storybook media to prepare compotency assessment through reading literacy have a distinctive characteristic, namely having an interesting book title, in the story given sub-chapters to make it easier for readers, the story presented contains local sacred local wisdom that is in accordance with the environment of students. In addition, the Augmented Reality storybook media contains uni problems in the form of crossword puzzle games. The appearance of the characters, coloring used according to the development of students and adjusting the content and there are 3D images using mobile phones to give a real impression. The feasibility of Augmented Reality storybook media based on local wisdom from the results obtained from storybook media validator experts is categorized as very valid so that it can be used to prepare a Minimum Competency Assessment through reading literacy. Augmented Reality storybook media is effective for reading literacy as preparing for the Minimum Competency Assessment (AKM). The results of student responses indicate that Augmented Reality books can be accepted by students and grade IV teachers in providing Minimum Competency Assessment (AKM) through reading literacy.

REFERENCES
1. Akbar, A. (2017). Membudayakan Literasi Dengan Program 6M Di Sekolah Dasar. Jurnal Pendidikan Sekolah Dasar,3(1),42. https://doi.org/10.30870/jpsd.v3i1.1093
2. Bakri, F., Oktaviani Marsal, & Muliyati, D. (2019). Textbooks Equipped with Augmented Reality Technology for Physics Topic in High-School. *Jurnal Penelitian & Pengembangan Pendidikan Fisika*, *5*(2), 113–122. https://doi.org/10.21009/1.05206
3. Hadi, S. (2016). Pemeriksaan Keabsahan Data Penelitian Kualitatif pada Skripsi. *Jurnal Ilmu Pendidikan*, *22*(1), 74–79.
4. Hidayah, I., Kadarwati, S., & Artikel, H. (2021). Persepsi dan Kesiapan Guru dalam Menghadapi Asesmen Kompetensi Minimum. *CJPE: Cokroaminoto Journal of Primary Education*, *4*(1), 78–83. https://e-journal.my.id/cjpe
5. Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*,
6. Maulana Arifin, A., Pujiastuti, H., & Sudiana, R. (2020). Pengembangan media pembelajaran STEM dengan Augmented Reality untuk meningkatkan kemampuan spasial matematis siswa. *Jurnal Riset Pendidikan Matematika*, *7*(1), 59–73.

http://journal.uny.ac.id/index.php/jrpmhttps://doi.org/10.21831/jrpm.v7i1.32 135

7. Muryanti, S., Syahruniwati, B., & Muhrim, M. (2020). Meningkatkan Kemampuan Peserta Didik dalam Menggali Informasi Penting Pada Teks Narasi Sejarah Berbantuan Video Pembelajaran di Kelas VI SDN 1 Dopang. *Progres Pendidikan*,*1*(3),193–202. https://doi.org/10.29303/prospek.v1i3.29

8. Nugraheni, I., Harsiati, T., & Qohar, A. (2019). Media Buku Cerita untuk Meningkatkan Kemampuan Membaca dan Menulis Siswa Kelas IV Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *4*(3), 322. https://doi.org/10.17977/jptpp.v4i3.12085

9. Prasetya, A. E. (2021). Pembelajaran Sejarah Menyenangkan Melalui Hasil Kreativitas Vlog History. *JIRA: Jurnal Inovasi Dan Riset Akademik*, *2*(6), 769–781. https://doi.org/10.47387/jira.v2i6.146

10. Priasti, S. N., & Suyatno, S. (2021). Penerapan Pendidikan Karakter Gemar Membaca Melalui Program Literasi di Sekolah Dasar. *Jurnal Kependidikan:*

11. Pratiwi, N. L. M. T. (2017). Pengembangan Buku Cerita Anak Dengan Menginsersi Budaya Lokal dalam Tema Kegemaranku Untuk Kelas I Sekolah Dasar. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, *1*(1), 38–47.

https://ejournal.undiksha.ac.id/index.php/JIPP/article/view/11984

12. Ramdani, E. (2018). Model Pembelajaran Kontekstual Berbasis Kearifan Lokal sebagai Penguatan Pendidikan Karakter. *Jupiis: Jurnal Pendidikan Ilmu-IlmuSosial*, *10*(1), 1. https://doi.org/10.24114/jupiis.v10i1.8264

13. Rusmono, & Alghazali, M. I. (2019). Pengaruh Media Cerita Bergambar Dan Literasi Membaca Terhadap Hasil Belajar Siswa Sekolah Dasar. *JTP - JurnalTeknologi Pendidikan*,*21*(3),269–282. https://doi.org/10.21009/jtp.v21i3.13386

14. Setiawan, H., Aji, S. M. W., Oktaviyanti, I., Jiwandono, I. S., Rosyidah, A. N. K., & Gunayasa, I. B. K. (2021). Pemanfaatan Sumber Bacaan Berbasis Augmented Reality Untuk Gerakan Literasi Di Sekolah Dasar. *Briliant: Jurnal Riset Dan Konseptual*, *6*(1), 146. https://doi.org/10.28926/briliant.v6i1.554

15. Widiyowati, E. (2017). Issn 2598-3201. *Jurnal Kredo*, *1*(1), 31–43.

******