

CHAPTER III

DESIGN METHODOLOGY

3.1 Subject of Design

From the data obtained in literature review and relevant studies, the writer can further define the focus of the research and the subject of the design. Having a clear target can narrow down the process and create specifics following the subject's description. In this chapter, describing the subject of design is grouped according to their segmentation which are demographic, geographic and psychographic.

1. Demographic

1. Age: 16-18 years old

The demographic for this research's subject of design will be targeted to teenagers aged 16-18 years old who are currently studying history in high school. According to Bölek (2021), this demographic group is suitable for the design of the research as they are more susceptible to the use of AR compared to a higher or lower age range. The study also mentions how AR is aligned towards the learning style for the age range of 16-18 which have higher levels of cognitive engagement, while older students around 19-21 years old much prefer their learned curriculum style which are text-based and explanations compared to interactive models. Students in this age group are more likely to adapt to the immersive and interactive learning environment compared to other age groups that are already accustomed to the traditional learning methods used in their previous learning years.

2. Gender: Female/Male

3. Education: High School

4. Occupation: Student

5. Economy: SES B-A

The economic class for the subject's demographic would be in SES B-A as they are more likely to have access to a smartphone, data and resources to access information and digital engagement (Wang et al., 2022, pg. 7).

2. Geographic

1. City: JABODETABEK

The geographic segmentation for the subject of design focuses on JABODETABEK (Jakarta, Bogor, Depok, Tangerang and Bekasi) as it is Indonesia's main urban metropolitan city. From the data of 2024 Indonesia's World Population Review, JABODETABEK is considered an urban center with access to the urban market.

2. Province: West Java

3. Area: Urban

Followed through by the study of Adler & Florida (2021), it states that high-density urban areas have better adaptability of emerging technologies as it has the infrastructure, resources and media engagement. It is ideal for the design to be targeting urban areas as they have the resources for distributing and adopting new forms of digital media.

4. Density: High Population

3. Psychographic

1. Behavior: Shows interest in digital interactions, digital forms of storytelling and keen towards visual based learning

2. Lifestyle: Students that are enrolled in formal education and taking history classes and high school students who frequently use gadgets on a daily basis.

3.2 Design Method and Procedure

Designing an Augmented Reality illustration book will require the right design workflow that incorporates the important steps. For this design, the writer will use Arch C. Luther's Multimedia Development Life Cycle method from the

book 'Authoring Interactive Multimedia' (1994). The Multimedia Development Life Cycle is a model that is used to develop multimedia design in 6 stages:

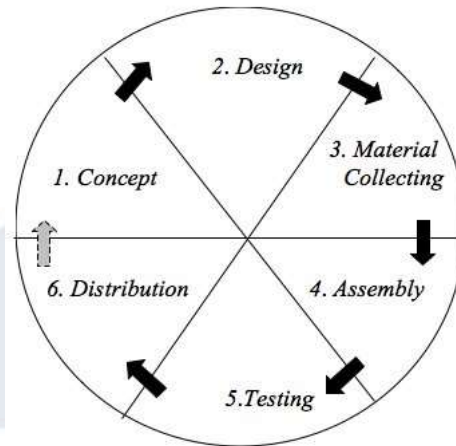


Figure 3.1 Multimedia Development Life Cycle
Source: <https://www.researchgate.net/profile/Asri-Mulyani/....>

3.2.1 Concept

The concept process is the first step in developing a design, where the designer defines the purpose of the design, user target, objectives, the type of media and design limitations (pg. 6). Decisions are made and refined during the concept stage to ensure the development has a clear focus to reach its target. In this stage, the designer will have to finalize the concept to understand the big picture of the project,

3.2.2 Design

The content material of the project is decided during the design process (pg. 6). Details, assets, objects and specifics are planned so that the assets needed will be prepared before the assembly stage. This process requires the making of sketches, storyboards and other plans that will strengthen the concept of the project.

3.2.3 Material Collecting

The assets needed to develop the media are gathered during this stage (Luther, 1994) this includes the 2D assets such as sketches or images, and 3D assets such as the 3D models and 3D characters. These assets are collected in the right digital format whether it be digital or physical. In the book, Luther

compares this stage to the production stage in filmmaking where the scenes are set up for the shot of the film.

3.2.4 Assembly

The assembly stage is where the project's overall structure is assembled and built in (pg. 7). The gathered materials and assets from the previous stage are sewed into one place, where it will be presented to the desired media. Luther compares It to the postproduction stage in film making, where shots of the film are being edited to create one narrative film.

3.2.5 Testing

During the testing stage, the media/application is being tested and checked to ensure that it functions as intended (pg. 7). The media being developed will have to undergo testing to make sure that when the end users use the product, there will be no faulty issues and errors that disrupt the user experience. This step is crucial before distribution as it makes sure the errors will not cost more compared to when the product is already distributed.

3.2.6 Distribution

The distribution stage is where the media is mass produced and delivered to its end users (pg. 7). The end users purchase the product and can experience the content of the product, which means that the product that is purchased is a final version. Luther compares this step to the release phase of film production, where the film is established in various cinemas so that the users can watch the film.

3.3 Design Technique and Procedure

The project's design techniques will center around qualitative research, where data is mostly obtained from the interpretation of people compared to numerical data (Kyngäs et al., 2020). Kyngäs states that the purpose of qualitative data is to describe people's experiences and perspectives (pg. 5), which makes understanding the phenomena on a deeper and contextual level than quantitative

data. The benefits of using qualitative data for this design are: (1) the in-depth and contextual understanding of the user's experience, (2) a user-centered approach which will benefit the development of user experiences and (3) flexibility in obtaining data.

The instrument of research used for a project can determine the quality of data obtained, as different approaches in obtaining data will result in different results. Qualitative research is the right approach for this design as it is intended to create a concept from an existing phenomenon (pg. 5). The qualitative methods used for this research are questionnaires, in-depth interviews, expert interviews, focus group discussion, referencing media and existing studies.

3.3.1 Questionnaire

The questionnaire according to Sarah & Rohmad (2021), is an indirect method of collecting data from its respondents. It consists of a set of questions that will be answered by the respondents. A questionnaire is used when needed to collect data from a wide range of responses, accumulating responses from different areas. Questionnaires can be distributed physically or digitally, allowing it to be an efficient method in data collecting as it can reach high numbers without putting heavy costs.

There are two types of questionnaire responses, which are open questionnaires and closed questionnaires (pg. 17-19). How the writer gives options for the respondents to answer and give different results in the data. Open questionnaires allow the respondents to respond freely and are not bound to specific options (pg. 17). While closed questionnaires give specific options to the respondents to choose from (pg. 18).

Advantages of using a closed questionnaire are: (1) easy to process the data, (2) respondents only have to select the answers that are closely related to them and not think of new responses, (3) respondents only invest in a short time to respond, (4) a lot more responses can be obtained. Advantages of an open questionnaire are: (1) the respondents can freely express their thoughts

and experiences, (2) there is a possibility that the respondents just answer for the sake of filling, (3) cannot assess one answer to the other. Either way, the questionnaire needs to be flexible enough so that the information gathered is enough for the research and response types should vary to the questions (pg. 20).

The author created a digital questionnaire using Google Forms targeting high school students aged around 16-18 years old. These questions revolve around the experience of traditional learning methods in history class, how the students feel throughout the class, their preferences in learning history and their struggles when learning history. These various topics are split into sections for the respondents to understand the narrative of the research. As this questionnaire will be spread to mostly Indonesian teenagers, the language used is Bahasa Indonesia and is narrated in language best fit for the subject design.

The first section of the questionnaire profiles the respondent's demographic data that will help group out their age groups, domicile, gender, and commonly used electronic gadget.

Table 3.1 Questionnaire Part One

Questions	Type	Answers
<i>Usia</i>	Multiple Choice	<ul style="list-style-type: none"> • <i>Dibawah 16 tahun</i> • <i>16-18 tahun</i> • <i>Diatas 19 tahun</i>
<i>Jenis Kelamin</i>	Multiple Choice	<ul style="list-style-type: none"> • <i>Laki-laki</i> • <i>Perempuan</i>
<i>Domisili</i>	Multiple Choice	<ul style="list-style-type: none"> • <i>JABODETABEK</i> • <i>Diluar JABODETABEK</i>
<i>Tingkat Pendapatan</i>	Multiple Choice	<ul style="list-style-type: none"> • <i>Dibawah Rp. 3.000.000</i> • <i>Rp. 3.000.000 – Rp. 5.000.000</i> • <i>Diatas Rp. 5.000.000</i>
<i>Perangkat elektronik apa saja yang anda paling sering gunakan?</i>	Checkboxes	<input type="checkbox"/> <i>Handphone</i> <input type="checkbox"/> <i>Smartphone</i> <input type="checkbox"/> <i>Laptop</i>

Questions	Type	Answers
		<input type="checkbox"/> <i>Komputer</i> <input type="checkbox"/> <i>Tablet</i> <input type="checkbox"/> <i>Televisi</i> <input type="checkbox"/> <i>Tidak mempunyai perangkat elektronik</i>

The second section of the questionnaire asks about their experience in learning history, such as boredom during class, struggles in learning history and their method of learning during class.

Table 3.2 Questionnaire Part Two

Questions	Type	Answers
<i>Apakah anda pernah merasa bosan saat mengikuti pelajaran sejarah?</i>	Multiple Choice	<ul style="list-style-type: none"> • <i>Iya</i> • <i>Tidak</i>
<i>Apakah anda merasa bahwa mata kuliah sejarah menarik kepada mahasiswa?</i>	Multiple Choice	<ul style="list-style-type: none"> • <i>Iya</i> • <i>Tidak</i>
<i>Seberapa sulit bagi anda untuk mempelajari sejarah?</i>	Linert Scale	<i>1. Tidak kesulitan</i> <i>5. Sangat kesulitan</i>
<i>Berikut adalah alasan anda mengalami kesulitan dalam mempelajari sejarah :</i>	Checkboxes	<input type="checkbox"/> <i>Materi sejarah terlalu banyak dan sulit dipahami</i> <input type="checkbox"/> <i>Mendengarkan sejarah membosankan dan tidak menarik</i> <input type="checkbox"/> <i>Alur cerita sejarah terlalu membingungkan</i> <input type="checkbox"/> <i>Kurangnya keterkaitan antara sejarah dan kehidupan sehari-hari</i> <input type="checkbox"/> <i>Terlalu banyak teks dan hafalan</i>
<i>Ketika mempelajari sejarah, metode apa saja yang digunakan oleh guru anda?</i>	Checkboxes	<input type="checkbox"/> <i>Ceramah</i> <input type="checkbox"/> <i>Diskusi kelas</i> <input type="checkbox"/> <i>Memainkan video/film di kelas</i>

Questions	Type	Answers
		<input type="checkbox"/> Kunjungan ke museum <input type="checkbox"/> Baca mandiri
Media apa saja yang anda gunakan untuk mempelajari sejarah?	Checkboxes	<input type="checkbox"/> Buku cetak [buku pelajaran, ensiklopedia, jurnal] <input type="checkbox"/> Artikel Online [wikipedia, blog, jurnal sejarah] <input type="checkbox"/> Video edukasi [YouTube, dokumentasi, animasi] <input type="checkbox"/> Film [Film sejarah, dokumentasi, drama sejarah] <input type="checkbox"/> Museum [Kunjungan secara langsung]

The third section of the questionnaire asks about their knowledge of Cut Nyak Dhien and whether they are familiar with her story.

Table 3.3 Questionnaire Part Three

Questions	Type	Answers
Apakah anda pernah mendengar tentang Cut Nyak Dhien?	Multiple Choice	<ul style="list-style-type: none"> • Iya • Tidak
Jika ya, seberapa banyak anda mengetahui tentang kisah perjuangan Cut Nyak Dhien?	Linert Scale	1. Tidak banyak 5. Cukup banyak
Apa saja yang kamu ketahui tentang Cut Nyak Dhien?	Checkboxes	<input type="checkbox"/> Cut Nyak Dhien adalah pahlawan nasional Indonesia yang berasal dari Aceh <input type="checkbox"/> Cut Nyak Dhien melawan penjajahan Belanda menggunakan Taktik Gerilya (Guerrilla Tactics) <input type="checkbox"/> Cut Nyak Dhien mengalami pengorbanan yang besar, seperti pengasingan dan kehilangan pribadi <input type="checkbox"/> Cut Nyak Dhien dikhianati oleh anggota pasukannya sendiri

Questions	Type	Answers
		<input type="checkbox"/> <i>Cut Nyak Dhien menyusun taktik perlawanan yang digunakan oleh Teuku Umar</i>
<i>Apakah anda tahu bahwa Cut Nyak Dhien berada di gambar uang Rp10.000?</i>	Multiple Choice	<ul style="list-style-type: none"> • <i>Iya</i> • <i>Tidak</i>

The third section of the questionnaire asks about their interest in interactive medium and whether they are interested in Cut Nyak Dhien's story if it was presented in an interactive medium.

Table 3.4 Questionnaire Part Four

Questions	Type	Answers
<i>Apakah anda tertarik untuk mempelajari sejarah Cut Nyak Dhien jika menggunai media interaktif seperti Augmented Reality (AR), Animasi 3D dan Buku Ilustrasi?</i>	Multiple Choice	<ul style="list-style-type: none"> • <i>Iya</i> • <i>Tidak</i>
<i>Jika iya, apa yang membuat media interaktif lebih menarik sebagai sarana pembelajaran sejarah?</i>	Checkboxes	<input type="checkbox"/> <i>Visual : menampilkan gambar/animasi dan lebih mudah dipahami dibanding teks</i> <input type="checkbox"/> <i>Immersif : lebih terlibat dalam cerita dan mendalami kisah-kisah pahlawan</i> <input type="checkbox"/> <i>Interaktif : melibatkan pembaca untuk melakukan sesuatu</i> <input type="checkbox"/> <i>Audio-Visual : meningkatkan pengalaman pembelajarannya</i> <input type="checkbox"/> <i>Storytelling : disajikan dalam segmen-segmen yang mempermudah pembelajaran</i>

Questions	Type	Answers
<i>Jika anda bisa mengubah cara pembelajaran sejarah di kelas, apa yang ingin anda ubah atau tambah?</i>	Checkboxes	<input type="checkbox"/> <i>Menggunakan lebih banyak media visual seperti ilustrasi, video dan animasi</i> <i>Cut Nyak Dhien melawan penjajahan Belanda menggunakan Taktik Gerilya (Guerrilla Tactics)</i> <input type="checkbox"/> <i>Memperbanyak interaksi dalam kelas seperti diskusi atau debat</i> <i>Cut Nyak Dhien dikhianati oleh anggota pasukannya sendiri</i> <input type="checkbox"/> <i>Menggunakan teknologi baru untuk pengalaman yang lebih imersif</i> <input type="checkbox"/> <i>Mengurangi metode penghafalan</i>
<i>Apakah anda bersedia untuk menjadi narasumber wawancara atau peserta Focus Group Discussion?</i>	Multiple Choice	<ul style="list-style-type: none"> • <i>Iya</i> • <i>Tidak</i>

The author created a digital questionnaire using Google Forms that will be spread across 16-18 year olds that are in High School. These questions revolve around the experience of traditional learning methods in history class, how the students feel throughout the class, their preferences in learning history and their struggles when learning.

3.3.2 Interview

According to Grashinta et al. (2023), interview is one of the data collection methods conducted through a direct question and answer session between the researcher and the respondent to conduct a preliminary study (pg. 89). The interview process is held with the intention of obtaining in-depth and accurate data or information in accordance with the research topic. Data obtained from interviews supports other data obtained regarding the

phenomena. The advantages of conducting interviews according to Grashinta are: (1) an alternative to observation, (2) the informants can provide historical references and information, (3) the interviewee can control the direction of the interview. The disadvantages of interviews are: (1) data isn't pure because it's curated by the writer, (2) the place of interview is also a factor in the response of the interviewee.

1. Interview with History Teacher

The first interview was intended to address a teacher who taught history in high school. The goal of interviewing a history teacher is to gain understanding whether traditional teaching and learning methods have been effective in teaching history from their experience. Their expertise in teaching history can give contextual understanding whether most of the students prefer certain methods of teaching and dive their insights regarding the phenomenon. Furthermore, interviewing a teacher also gives perspective on their side, the curriculum's side and what resources the school provides for the teacher.

The interview is done with Darwin Purnomo, a social studies teacher who has had experience in teaching several social studies such as history. He is currently teaching in Binus School Serpong and has over a decade of experience in teaching on other schools. The interview is conducted online, and the interview questions are as follows:

The first few questions ask about his experience and knowledge of traditional teaching methods.

Table 3.5 Interview Questions for High School Teacher Part One

	Questions
1.	What teaching methods do you usually use when you are teaching history?
2.	How would you usually teach history to your students?

	Questions
3.	Do you face certain challenges when you are teaching using those methods?
4.	Do you find certain students struggle with being engaged in the subject?

The next questions ask about his methods and the effects of traditional teaching methods.

Table 3.6 Interview Questions for High School Teacher Part Two

	Questions
1.	Based on your years of teaching history, what aspects or concepts of history do you think students find most difficult to grasp?
2.	Do you incorporate different mediums and approaches during class such as playing a video or film in front of the class, debates or discussions with the students to make the lessons more engaging?
3.	Do you think that traditional learning methods are sufficient in teaching history today or do they need to be supplemented with different approaches?

The next set of questions ask about the possibility of implementing interactive medium in teaching.

Table 3.7 Interview Questions for High School Teacher Part Three

	Questions
1.	Are you familiar with interactive mediums such as Augmented Reality, Virtual Reality, Gamification and other digital media?
2.	Has Binus ever implemented or attempted to apply these mediums for students to use for learning?

	Questions
3.	How would you see the role of interactive media for day-to-day teaching and is it possible for it to be implemented in the future?

The interviewee, Darwin Purnomo, will have to sign an NDA to provide legal consent over the information being used in this research. The interview will be done online using Google meet and is recorded throughout the entire session of the interview.

2. Interview with High School Students

The second interview was intended for high school students that are aged around 16-18 years old. The purpose of the interview is to further understand the perspectives of students when they are attending history lessons. Their struggles, interests and experiences can help understand the subject design's thought process when undergoing certain activities such as reading the history book, self-reading or even during lectures. Furthermore, the insights obtained from this interview can be used to create a better user experience that is designed specifically for the students. The first few questions will ask about their experience as a student who studies history.

Table 3.8 Interview Questions for High School Students Part One

	Questions
1.	<i>Apakah kamu belajar sejarah di sekolah? Kalau iya, mulai dari kelas berapa?</i>
2.	<i>Apa kamu bisa ceritakan sedikit tentang pengalaman kamu dalam belajar sejarah di sekolah?</i>
3.	<i>Menurut kamu, apakah sejarah itu mata kuliah yang menarik? Kalau iya, topik sejarah apa yang paling kamu suka?</i>
4.	<i>Apakah ada bagian dari pelajaran sejarah yang menurut kamu sulit? Kalau iya, bagian mana yang paling menantang?</i>

The second set of questions will ask about the student's learning preference and overall engagement in these methods.

Table 3.9 Interview Questions for High School Students Part Two

	Questions
5.	<i>Biasanya kamu belajar sejarah dengan cara apa? (Membaca buku teks, menonton video, berdiskusi, dll.)</i>
6.	<i>Menurut kamu, buku teks itu menarik nggak untuk belajar sejarah?</i>
7.	<i>Apakah kamu merasa kesulitan memahami sejarah hanya dengan membaca buku teks?</i>
8.	<i>Menurut kamu, apakah menambahkan elemen visual seperti ilustrasi atau storytelling dalam buku teks bisa membantu memahami peristiwa sejarah dengan lebih baik?</i>

The third set of questions will ask about their frequent use of technology and how digital technology can contribute to their education.

Table 3.10 Interview Questions for High School Students Part Three

	Questions
9.	<i>Apakah kamu sering bermain game, menonton video, atau menggunakan aplikasi di smartphone?</i>
10.	<i>Menurut kamu, apakah pelajaran sejarah akan lebih menarik kalau menggunakan teknologi seperti smartphone atau aplikasi interaktif? Kenapa?</i>
11.	<i>Apakah kamu akan lebih termotivasi belajar sejarah kalau metode pembelajarannya lebih interaktif dan memiliki elemen visual?</i>
12.	<i>Kalau ada buku sejarah berbasis Augmented Reality (AR), apakah kamu tertarik untuk mencobanya? Kenapa atau kenapa tidak?</i>

The interviewee will have to sign an NDA after the interview to provide legal consent over the information being used in this research. The interview will be done online using Google meet and is recorded throughout the entire session of the interview.

3. Interview with Cut Nyak Dhien and History Expert

The third interview was intended to an expert in history and is also familiar with Cut Nyak Dhien. The goal in interviewing an expert in history and Cut Nyak Dhien was to understand a bit more regarding the story, its background and understanding the importance of bringing up the story to the public media. The expert will have more insight regarding his expertise in the film industry and history, which can provide ideas for the writer on what to focus on when presenting the story of Cut Nyak Dhien in the right manner.

The interview questions will talk about the expert's knowledge in the media representation of Cut Nyak Dhien, the importance of raising history's significance in current media and Cut Nyak Dhien's character as an Indonesian hero.

Table 3.11 Interview Questions for Cut Nyak Dhien Expert

	Questions
1.	<i>Bisa Bapak perkenalkan diri serta latar belakang Bapak dalam bidang film dan studi sejarah?</i>
2.	<i>Apa yang membuat Bapak tertarik untuk mempelajari film dan sejarah?</i>
3.	<i>Menurut Bapak, apakah ada perkembangan di dunia media dan film Indonesia mengenai topik sejarah?</i>
4.	<i>Apakah bapak mendalami tentang kisah Cut Nya Dhien?</i>
5.	<i>Apakah Bapak pernah menonton film Tjoet Nja Dhien (1988) yang disutradarai oleh Eros Djarot?</i>
6.	<i>Bagaimana pendapat Bapak mengenai kesan Cut Nyak Dhien dalam film tersebut?</i>

	Questions
7.	<i>Bagaimana Cut Nyak Dhien digambarkan dalam buku sejarah dan pendidikan di Indonesia?</i>
8.	<i>Apakah ada kesalahpahaman atau distorsi sejarah dalam cara Cut Nyak Dhien dikenang hingga saat ini?</i>
9.	<i>Menurut Bapak, apakah masyarakat perlu lebih mengenal dan lebih mengetahui tentang sosok Cut Nyak Dhien?</i>
10.	<i>Karakter atau nilai apa dari Cut Nyak Dhien yang menurut Bapak bisa dijadikan inspirasi bagi generasi muda dalam kehidupan sehari-hari?</i>
11.	<i>Apakah Bapak memiliki pesan untuk para pembuat film, seniman, dan pendongeng masa depan tentang pentingnya mengangkat sejarah dalam media modern?</i>

The interviewee will have to sign an NDA after the interview to provide legal consent over the information being used in this research. The interview will be done online using Google meet and is recorded throughout the entire session of the interview.

4. Interview with Illustration Book Expert

The fourth interview is intended for experts in illustration books. The goal in interviewing illustration book experts is for the author to familiarize them with the important points that need to be paid attention to when printing a physical book. The interview will also act as a guide for the author when creating the designs and illustrations for the contents of the book.

The interview questions focus on the expert's knowledge on illustration books, important notes when printing a book and the suggested workflow in creating book illustrations. The questions are as follows:

Table 3.12 Interview Questions for Book Expert

	Questions
1.	<i>Bisa Anda memperkenalkan diri dahulu serta latar belakang Bapak dalam bidang seni dan desain?</i>
2.	<i>Menurut Anda, apa yang mendefinisikan sebuah buku ilustrasi yang bagus?</i>
3.	<i>Apa saja faktor penting dalam mempersiapkan buku ilustrasi yang akan dicetak?</i>
4.	<i>Bagaimana pilihan tinta, kertas, dan bahan memengaruhi hasil buku ilustrasi?</i>
5.	<i>Apa saran Anda dalam membuat ilustrasi yang menarik dan efektif untuk buku cerita?</i>
6.	<i>Apa yang harus diperhatikan seorang desainer ketika menyeimbangkan pilihan gaya artistik dan keterbacaan (readability) dalam buku ilustrasi?</i>
7.	<i>Apa workflow yang Anda sarankan dalam membuat buku ilustrasi dari proses tata letak hingga percetakan?</i>
8.	<i>Bagaimana pendekatan Anda dalam memastikan bahwa tata letak buku dan ilustrasi tetap terlihat menarik dan mudah dibaca?</i>
9.	<i>Apakah Anda memiliki saran untuk para desainer yang akan membuat buku ilustrasi agar mereka tidak melakukan kesalahan tertentu?</i>

3.3.3 Focus Group Discussion

Focus Group Discussion according to Afiyanti (2008, pg. 59), refers to a method of collecting data on social-based problems. This method collects data through a discussion obtained by several informants or respondents within a group that is focused on discussing a certain topic. Data that is obtained from focus group discussions will be concluded as a decision from that specific focus group itself.

The characteristics of using focus group discussions is that the data obtained is saturated due to the respondents sharing similar background regarding the topic. The interaction between respondents forms new data based off the discussion being made along with other respondents. A focus group discussion is also objective and requires a moderator to keep track of the discussion with the topic. This moderator facilitates the flow of the focus group discussion so that informants are directed to solving the problem.

The following are lists of prompt questions so that the respondents keep track of the topic of discussion:

Table 3.13 List of Focus Group Discussion Questions

	Questions
1.	<i>Apakah ada yang ingin berbagi pengalaman belajar sejarah di sekolah? Bisa cerita tentang tantangan, minat, atau mungkin peristiwa sejarah yang menurut kalian penting.</i>
2.	<i>Menurut kalian, apa topik-topik sejarah yang kalian anggap paling menarik? Misalnya, kisah perang, perjalanan seorang pahlawan, atau cerita</i>
3.	<i>Menurut kalian, apa yang membuat pelajaran sejarah bisa menjadi membosankan?</i>
4.	<i>Saat belajar sejarah di kelas, metode pelajaran apa saja yang paling sering kalian gunakan? Contohnya menggunakan buku teks, diskusi, mendengarkan ceramah guru, membaca mandiri, atau yang lainnya?</i>
5.	<i>Jika kalian bisa menggunakan perangkat digital sendiri (seperti smartphone) untuk belajar sejarah, misalnya melihat objek 3D, ilustrasi interaktif, dan elemen storytelling yang lebih menarik—apakah kalian akan tertarik?</i>
6.	<i>Berikutnya, saya ingin mengenalkan sebuah teknologi bernama Augmented Reality (AR), di mana kalian bisa melihat objek virtual muncul di dunia nyata melalui kamera ponsel kalian</i>

	Questions
	<i>sendiri. Menurut kalian, apakah ini bisa menjadi metode yang menarik untuk diterapkan dalam buku-buku sejarah agar mempunyai elemen visual dan interaktif?</i>
7.	<i>Menurut kalian, apakah buku sejarah yang menggunakan teknologi Augmented Reality bisa membantu kalian mempermudah proses memahami dan mengingat sejarah? Kenapa?</i>
8.	<i>Apakah kalian tertarik dengan buku sejarah berbasis Augmented Reality yang menceritakan kisah kepahlawanan Cut Nyak Dhien?</i>

These prompt questions will allow the writer, as a focus group discussion moderator, to direct and control the flow of the discussion amongst respondents. The questions above will ask about the respondents' knowledge and experience of traditional learning methods while learning history, their opinions on traditional learning and possibilities of implementing AR in education specifically for history lessons. Data obtained from this focus group discussion will be saturated as the respondents share similar backgrounds in learning history.

3.3.4 Existing Studies

Existing studies can be used by the writer to further support the direction of the project by studying existing products related to the topic. These published products can be analyzed using SWOT analysis to know their strengths, weaknesses, opportunities and threats that can improve and act as a guide for the writer's output. Some of these products might have key strengths that can act as a guide or weaknesses that fail to meet the user criteria, this knowledge can be applied to the project's output. The writer will analyze three existing books to be analyzed using the SWOT analysis.