

Utilizing AR-Book to Enhance Reading Interest at SCU Library

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Abstract— This study examines how augmented reality (AR) technology impacts students' interest in reading in SCU Libraries, specifically AR-Books. The primary objective was to determine how AR-Books can increase student engagement and motivation. We used a descriptive qualitative research method and conducted open-ended interviews with eight students with AR-Books experience. The findings positively impacted reading interest; participants noted that AR-Book summaries provided a better experience due to their time efficiency and interactive features. Interestingly, all students desired to continue using AR-Books, underscoring their effectiveness in creating a more engaging reading experience. Overall, AR-Books are a valuable resource for increasing students' reading interest, aligning with the younger generation's preference for quick and convenient solutions.

Keywords— Augmented Reality, AR-Books, reading interest, technology in libraries

I. INTRODUCTION

Augmented Reality (AR) technology, including libraries, has become popular and increasingly used daily. AR uses smartphones and tablets to combine virtual elements with the real world in real-time [1]. The International Federation of Library Associations and Institutions [2] encourages libraries to embrace AR to make physical collections more attractive. This technology is expected to change how users access and interact with library collections, thanks to interactive displays offering

additional information and multimedia content.

One exciting innovation is the introduction of AR-Books in libraries. A study by [3] showed that using AR-Books attracts the attention of younger readers due to their visually appealing appearance. Many domestic and worldwide libraries have adopted AR technology to improve the quality of services, including book search, library guidance, orientation, tours, and navigation [4]–[6]. Thus, AR-Book is not just a tool but also an innovative solution that can increase users' interest in utilizing the reading materials available in the library.

The experience of using an AR-Book has great potential to make reading activities more interactive and interesting. With unique visualizations and interactions, AR-Book can change how we view books and reading materials, so it is hoped that it can increase interest in reading among the younger generation. Reading interest is an important driving force in reading behavior and can be triggered by motivation, facilities, and habits that develop into hobbies [7]. Although previously low, reading interest among young people in Indonesia continues to grow. A survey by Snapcart in October 2024 showed that 88% of young respondents like reading, especially books online [8].

AR technology can increasingly attract the younger generation to read physical books because the images in the book can produce interactive 3D objects via smartphones. For example, the AR-Book service at the SCU Library displays an interesting and interactive video explaining the book synopsis. This service bridges the gap between online and physical reading interests. In this way, it is hoped that

students will be more interested in the contents of the book and more motivated to read, which can increase overall reading interest.

II. METHOD

The research method used in this study is descriptive qualitative. This approach was chosen to explore students' experiences and perceptions of using AR-books in the SCU Library. As explained by [9], descriptive qualitative methods allow researchers to examine and understand individual attitudes, views, feelings, and behaviors through open-ended interviews. This study used open-ended interviews to explore how students' interactions with AR-Book affect their reading interests.

Data were collected through in-depth interviews with eight SCU Library students who had used AR-Book. Participants were selected based on the criteria of using AR-Book at least three times and representing various study programs. Interviews were conducted face-to-face, with an average duration of 45 minutes per participant. Semi-structured interview questions focused on AR-book usage experiences, changes in reading behavior, and the impact of AR-book on reading interest and motivation. All interviews were recorded and transcribed for thematic analysis. Thematic analysis was used to identify key themes emerging from the interview data and answer the research questions.

III. RESULTS AND DISCUSSION

This study explores using AR books in the SCU Library to increase students' reading interest. The results show a significant positive impact. All students interviewed reported positive experiences with AR-Book, especially regarding time efficiency in accessing book information and presenting interesting and interactive summaries. These features have been shown to motivate them to read further. None of the participants stated that AR-Book was useless, indicating high acceptance of this technology. These

findings are in line with previous studies [10]–[13], which also showed the positive impact of AR technology in increasing reading interest in the library.

However, the study also identified some initial challenges. Some students had difficulty navigating Snapchat filters due to the large number of them and their lack of experience with AR technology. However, proper guidance from the librarian proved to be very effective in overcoming these barriers and helping students adapt quickly. This supports the theories of [14], [15] on the importance of social support in adopting new technologies, especially in the early stages. The librarian's support addressed technical issues and built students' confidence and motivation to use AR-Book independently.

Furthermore, most students desired to use AR-Book again, indicating a fun and rewarding experience. The suggestion to explore other AR platforms, such as TikTok or Instagram, shows the potential to increase the library's brand equity and should be considered for future service optimization. Overall, AR-Book proved effective in increasing reading interest by providing fast and interesting access to information, which aligns with the preferences of the younger generation, prioritizing speed and convenience. The interactive synopsis video, in particular, proved effective in encouraging students to read more deeply into the books in the library.

IV. CONCLUSION

Based on the research findings, AR-Book positively impacts students' interest in reading in the SCU Library, especially regarding time efficiency and the presentation of interesting and interactive book summaries. These features have been proven to encourage students to read further, and none of the participants stated that AR-Book was useless. AR-Book has been proven to create a more interesting and interactive reading experience according to the preferences of the younger generation,

which prioritizes speed and convenience. Interactive synopsis videos in AR-Book have been proven effective in increasing students' interest in reading more deeply into books in the library. Therefore, using AR-Book in the SCU Library can be recommended to increase students' reading interest.

SUGGESTIONS

Further research can examine the long-term impact of AR books on students' reading interest, and quantitative research can be conducted to more objectively measure this impact.

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