

Bridging Theory and Practice: The Transformative Potential of Augmented Reality in Secondary Classrooms

(Hubungan Teori dan Amalan: Potensi Transformasi Realiti Terimbuh dalam Bilik Darjah Pendidikan Menengah)

HAIRUL NIZAM HASNAN, HELMI NORMAN*, NORAZAH NORDIN & NOR HAFIZAH ADNAN

ABSTRACT

Augmented Reality (AR) has gained increasing attention in education due to its potential to support interactive and immersive learning experiences. This study examines the integration of AR in secondary education by analysing its pedagogical contributions, implementation challenges, and theoretical foundations. Using a Critical Interpretive Synthesis (CIS) approach, the study reviewed 120 scholarly publications selected through purposive sampling and analysed them using thematic coding procedures. The findings indicate that AR enhances student engagement, conceptual understanding, and collaborative learning through interactive simulations and three-dimensional visualisation. However, its implementation remains constrained by factors such as limited teacher readiness, technological infrastructure, and financial limitations. The study further highlights the importance of pedagogically aligned AR design, systematic professional development, and equitable technological access to support sustainable classroom integration. Overall, the study suggests that AR has considerable potential to strengthen secondary education when supported by effective institutional planning and inclusive educational policies.

Key Words: Augmented Reality; Secondary Education; Student Engagement; Technology Integration; Immersive Learning

ABSTRAK

Teknologi Realiti Terimbuh (AR) semakin mendapat perhatian dalam bidang pendidikan kerana potensinya dalam menyokong pengalaman pembelajaran yang interaktif dan imersif. Kajian ini meneliti integrasi AR dalam pendidikan menengah dengan menganalisis sumbangan pedagogi, cabaran pelaksanaan, dan asas teori yang berkaitan. Menggunakan pendekatan Critical Interpretive Synthesis (CIS), kajian ini meneliti 120 penerbitan ilmiah yang dipilih secara persampelan bertujuan dan dianalisis melalui prosedur pengekodan tema. Dapatan kajian menunjukkan bahawa AR mampu meningkatkan penglibatan murid, pemahaman konseptual, dan pembelajaran kolaboratif melalui simulasi interaktif serta visualisasi tiga dimensi. Walau bagaimanapun, pelaksanaannya masih dipengaruhi oleh faktor seperti tahap kesediaan guru yang rendah, kekangan infrastruktur teknologi, dan kos pelaksanaan yang tinggi. Kajian ini turut menegaskan kepentingan reka bentuk pedagogi yang selaras, latihan profesional yang sistematik, serta akses teknologi yang saksama bagi menyokong integrasi AR secara mampan dalam bilik darjah. Secara keseluruhannya, kajian ini menunjukkan bahawa AR mempunyai potensi yang besar untuk memperkukuh pendidikan menengah sekiranya disokong oleh perancangan institusi yang berkesan dan dasar pendidikan yang inklusif.

Kata kunci: Realiti Terimbuh; Pendidikan Menengah; Penglibatan Murid; Integrasi Teknologi; Pembelajaran Imersif

INTRODUCTION

The swift development of immersive learning technologies has transformed modern educational practices, especially via tools that improve visualisation, interactivity, and real-time feedback. Augmented Reality (AR) has emerged as a transformative pedagogical medium that superimposes virtual elements onto physical environments, enabling learners to engage with complex information in dynamic and contextual ways (Maulyda et al. 2024). AR enhances

students' motivation, comprehension, and knowledge retention, particularly for conceptual content that traditional classroom methods frequently fail to communicate effectively (Ekanayake & Gayanika 2022; Helmi et al. 2022). With the increasing accessibility of AR applications in disciplines like science, engineering, and history, secondary classrooms are starting to utilise immersive simulations, interactive 3D models, and collaborative environments that facilitate student centered learning (Maharjan & Wei 2024).

The integration of AR, while promising in educational contexts, is inconsistent and hindered by systemic challenges. Research indicates a continuous deficiency in teacher preparedness, inadequate training opportunities, and a lack of instructional design expertise necessary for the effective integration of AR into curricular frameworks (Lim et al. 2024). Moreover, infrastructural inequalities and technological impediments such as device limits, financial restraints, and insufficient network capacity persistently hinder AR implementation in numerous educational settings (Helmi et al. 2022). These obstacles are exacerbated by sociocultural variables, such as institutional opposition, inequitable access, and ethical issues pertaining to data privacy and digital equity (OECD 2023 2022; Rogers 1995).

Thus, while AR is acknowledged for its potential to improve engagement and facilitate multimodal learning, there is a notable absence of comprehensive frameworks that integrate the cognitive and affective dimensions affecting its educational efficacy. Current research primarily emphasises usability, novelty effects, and short-term engagement, overlooking sustained outcomes and scalable integration models (Ruijia et al. 2025). This gap highlights the necessity for empirical and conceptual research that integrates technological, pedagogical, and sociocultural viewpoints. This study examines the transformative potential of AR in secondary education by proposing a conceptual framework that bridges theory and practice. It provides practical implications for educators, policymakers, and instructional designers aiming to integrate immersive technologies into formal learning environments.

BACKGROUND

The integration of technology into education has transformed traditional teaching and learning methods, fostering dynamic, interactive, and student-centered environments (Akçayır & Akçayır 2017). Innovations such as mobile devices, e-learning platforms, and interactive tools have revolutionized pedagogy, enabling approaches like heutagogy (self-determined learning), paragogy (peer-based learning), and cybergogy (technology-enabled virtual learning) (Corneli & Danoff 2011; Kenyon & Hase 2001). These advancements align with the needs of 21st-century learners, emphasizing engagement, collaboration, and accessibility. Amidst this evolution, AR has emerged as a powerful tool, blending digital content with physical environments to create immersive educational experiences (Milgram & Kishino 1994).

Augmented Reality enhances learning by making abstract concepts tangible through interactive 3D models, simulations, and real-time visualizations (Freitas & Campos 2008). For instance, AR applications in biology allow

students to explore human anatomy in detail, while history students can virtually reconstruct historical events (Bacca et al. 2015). This experiential learning approach bridges the gap between theory and practice, improving comprehension and retention (Ekanayake & Gayanika 2022). Studies indicate that AR significantly boosts student motivation, particularly among those who struggle with conventional methods, by offering personalized and engaging learning experiences (Jiang et al. 2022). The widespread adoption of mobile technology and high internet penetration, such as Malaysia's 96% connectivity rate, has further amplified AR's potential in education (Criollo-C et al. 2021). Mobile AR applications enable learners to access educational content anytime, anywhere, promoting flexibility and inclusivity (Wu et al. 2012). However, despite these advantages, challenges like high development costs, inadequate technical infrastructure, and limited teacher training hinder AR's implementation, especially in underfunded schools (Laine 2018; Quintero et al. 2019). Addressing these barriers is critical to unlocking AR's transformative potential.

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Theoretical frameworks such as the Technology Acceptance Model (TAM) and Diffusion of Innovations theory provide insights into AR adoption, emphasizing perceived usefulness, ease of use, and social influences (Davis 1989; Rogers 1995). These models highlight the importance of aligning AR tools with curricular goals and ensuring user-friendly designs to facilitate widespread acceptance (Taylor & Todd 1995). Additionally, ethical considerations, such as data privacy and equitable access, must be addressed to ensure responsible and inclusive AR integration (Quintero et al. 2019).

This article explores AR's role in secondary education, examining its benefits, challenges, and theoretical foundations. By synthesizing contemporary research, it aims to guide educators and policymakers in leveraging AR to create innovative, effective, and equitable learning environments. The discussion underscores the need for collaborative efforts among stakeholders to overcome barriers and maximize AR's impact on education (Akçayır & Akçayır 2017; Ekanayake & Gayanika 2022).

A. RESEARCH QUESTION AND OBJECTIVE

This study seeks to address the central research question: *How can Augmented Reality (AR) be effectively integrated into secondary education to enhance student engagement, learning outcomes, and collaborative experiences?* To answer this question, the study aims to investigate the pedagogical benefits of AR, identify key challenges hindering its implementation, and propose strategies for overcoming these barriers. The primary objective is to provide educators and policymakers with evidence-based insights into the transformative potential of AR in secondary classrooms, while also examining the theoretical frameworks that underpin its adoption, such as the Technology Acceptance Model (TAM) and Diffusion of Innovations theory (Davis 1989; Rogers 1995). By analyzing current applications, technological limitations, and teacher preparedness, this research strives to develop actionable recommendations for optimizing AR's role in creating inclusive, interactive, and effective learning environments. Additionally, the study explores ethical considerations and equity issues to ensure AR's responsible and scalable integration across diverse educational settings.

B. SIGNIFICANCE OF THE STUDY

The integration of Augmented Reality (AR) in secondary education represents a pivotal shift in pedagogical

approaches, offering transformative potential to enhance teaching and learning experiences. As digital natives dominate classrooms, AR's immersive capabilities align perfectly with their technological fluency, creating opportunities for deeper engagement and understanding (Akçayır & Akçayır 2017). This study's examination of AR's effectiveness in improving knowledge retention and motivation addresses a critical gap in current educational research, particularly regarding its application across diverse subject areas and learning styles. By systematically analyzing AR's impact, the findings will provide empirical evidence to support its broader adoption in curricula worldwide.

From a practical standpoint, this research carries significant implications for educational policymakers and school administrators. The comprehensive evaluation of implementation challenges - including cost barriers, technological requirements, and teacher training needs - offers actionable insights for overcoming adoption hurdles (Quintero et al. 2019). As shown in Figure 1, the proposed AR integration framework demonstrates how various stakeholders can collaborate to create sustainable implementation strategies. These findings will be particularly valuable for institutions considering AR adoption but lacking clear guidelines on cost-effective deployment and measurable outcomes.

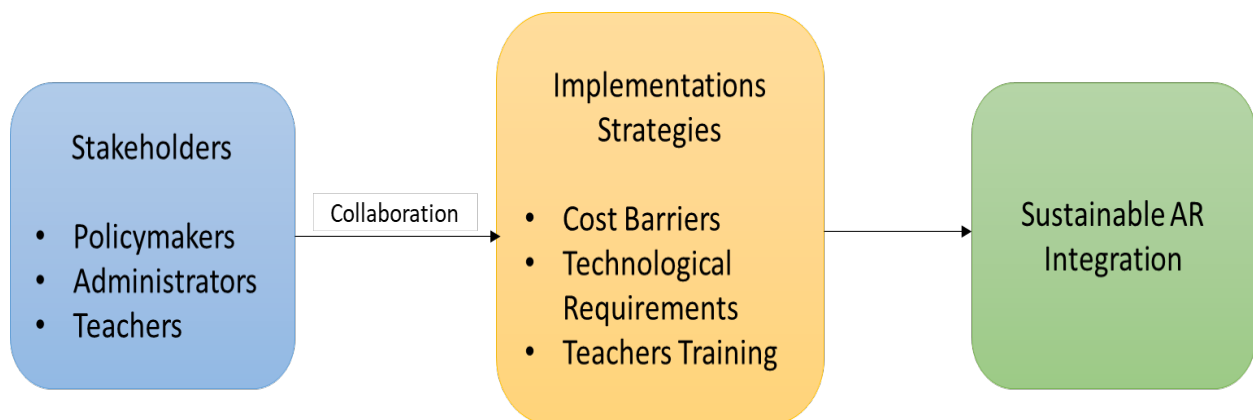


FIGURE 1. Augmented Reality (AR) Integration Framework for Educational Institutions.

The study also addresses crucial equity considerations in educational technology. By investigating accessibility issues and socioeconomic barriers to AR implementation, the research highlights the need for inclusive design principles that accommodate diverse learner needs (Criollo-C et al. 2021). This aspect is especially relevant in developing nations and underfunded school districts where technology gaps persist. The proposed solutions for equitable access could help bridge the digital divide in education, ensuring that AR's benefits reach all students regardless of their socioeconomic background.

For educators, this research provides valuable professional development insights. The analysis of teacher preparedness and required competencies for effective AR integration offers a roadmap for teacher training programs (Laine 2018). As illustrated in Figure 2, the study identifies key skill sets and knowledge areas that educators need to successfully incorporate AR into their teaching practices. These findings can inform the design of teacher education curricula and ongoing professional learning opportunities in educational technology.

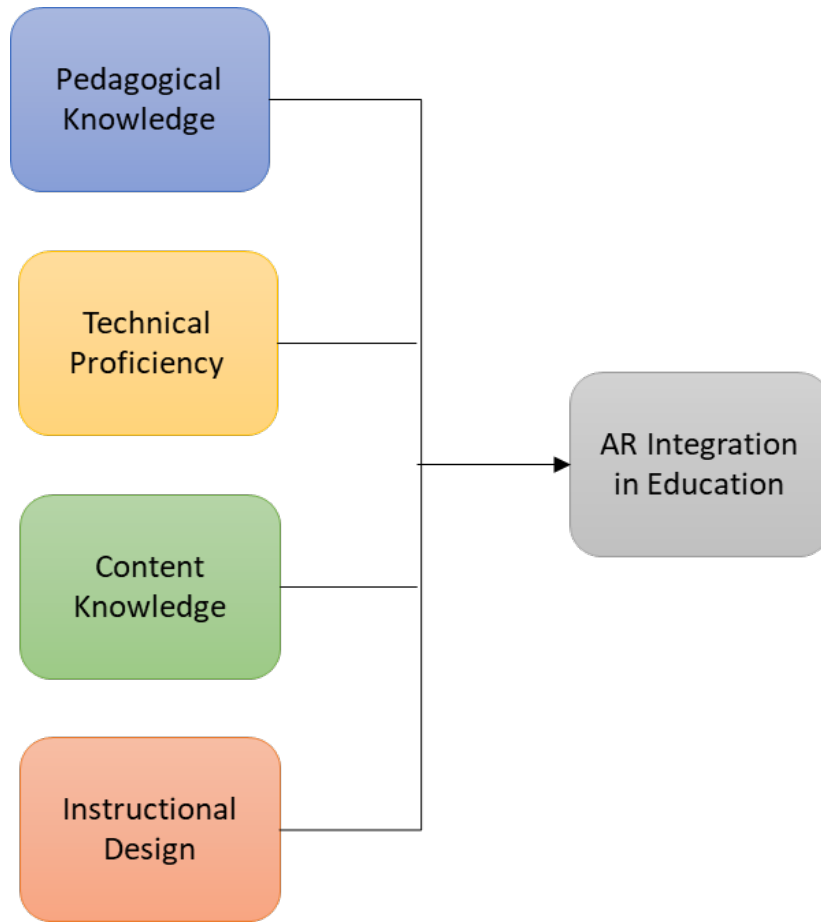


FIGURE 2. Key Skills and Knowledge for AR Integration in Educators

Finally, this study contributes to theoretical advancements in technology-enhanced learning. By applying and extending established frameworks like the Technology Acceptance Model (Davis 1989) and Diffusion of Innovations theory (Rogers 1995), the research provides new perspectives on AR adoption dynamics in educational settings. The proposed conceptual model (Figure 3) integrates these theoretical foundations with practical implementation factors, creating a comprehensive framework for future research and development in educational AR applications.

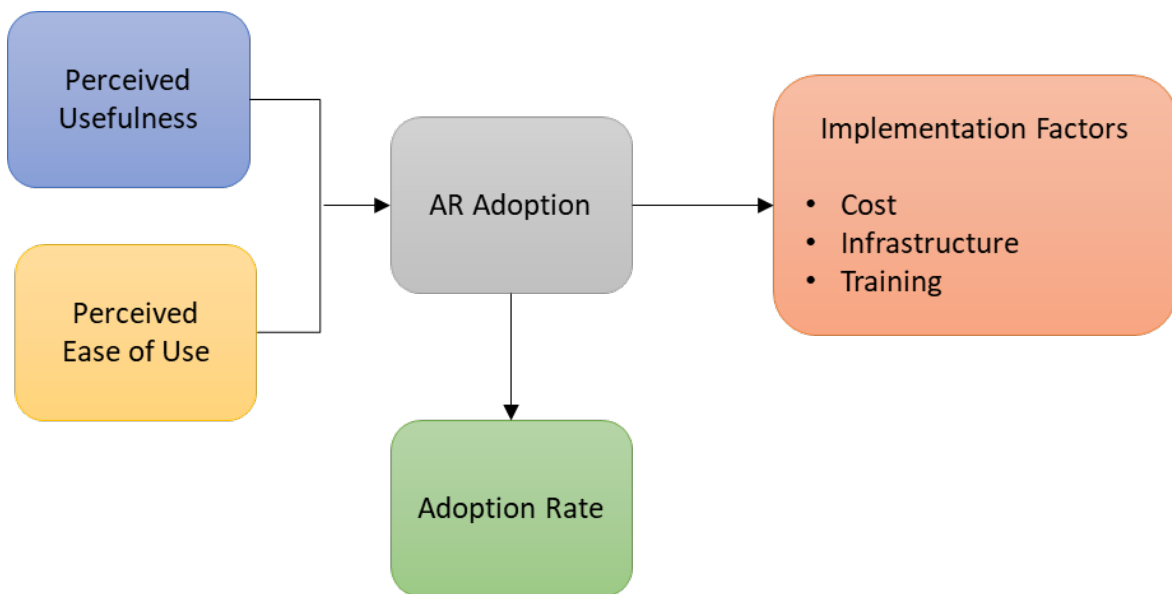


FIGURE 3. Conceptual Model of AR Adoption in Education

LITERATURE REVIEW

A. AUGMENTED REALITY: CONCEPT AND APPLICATIONS

One cutting-edge technology that allows people to interact with both digital and physical areas at the same time is Augmented Reality (AR). This distinctive combination of tangible and virtual elements enhances user experiences by facilitating dynamic, immersive interactions. In contrast to Virtual Reality (VR), which secludes individuals in entirely simulated environments, AR maintains the real-world context while augmenting it with digital overlays (Azuma 1997). The idea of AR was initially proposed in the 1960s, but it wasn't until the 1990s that Boeing engineers began using it to teach employees how to operate complex wiring systems (Caudell & Mizell 2003). Since then, AR has developed into a flexible tool used in fields including entertainment, education, healthcare, and retail.

Three fundamental attributes of AR include a three-dimensional viewing capability, real-time interaction with the viewing process, and the seamless melding of elements of both the virtual and real worlds. What distinguishes AR from related technologies such as VR and MR are these traits. Figure 4 elucidates the notion of AR and its placement within the Reality-Virtuality Continuum. Typically, cameras, sensors, and processors that could create high-resolution images are amongst the assumed attributes of an AR system. Plausibly, these are smartphones, tablets, and wearable devices. The gyroscopes, LIDAR sensors, and accelerometers used have significantly enhanced the level of accuracy and applicability of AR. The inexpensive devices result in a wide, accessible consumer base for AR applications, even without much more expensive technology like head-mounted place displays (Chi et al. 2013).

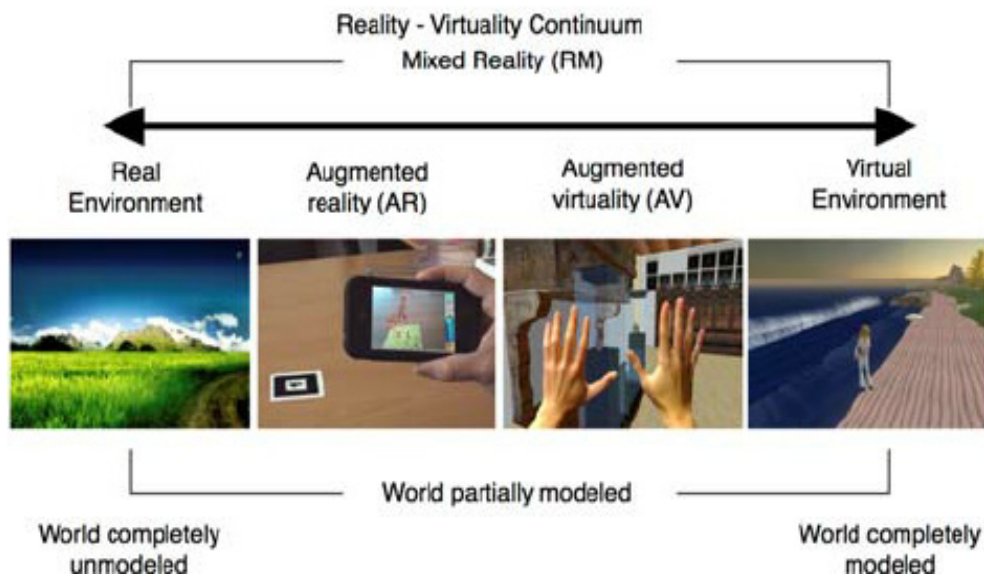


FIGURE 4. Milgram's Virtuality Continuum (Vo et al. 2018).

i. Applications of Augmented Reality

By making previously intangible ideas more concrete and engaging, AR is revolutionising the way we learn in the classroom. Students are able to engage with three-dimensional models, reenact historical events, and explore previously inaccessible sites through the use of augmented reality teaching technologies. Augmented Reality can augment education by enabling students to visualise human anatomy or planetary motion, resulting in more engaging and immersive experiences (Akçayır & Akçayır 2017). Research indicates that AR significantly boosts student motivation, especially in those who find conventional teaching methods challenging. By creating personalized, collaborative learning spaces, AR improves comprehension and memorization.

In addition, AR has found its role in health care, being applied in professional training, treatment planning, and diagnostics. As an initiative toward quality enhancement and risk minimization, surgeons prefer the application of AR, for example to project details on organ structures and the location of a tumor on a patient's body during surgical intervention (Eckert et al. 2019). Augmented Reality simulations assist medical students by emulating real-life scenarios and providing practical teaching without endangering patients. Augmented Reality systems may simulate complex operations, enabling learners to practice and enhance their skills in a secure and regulated environment. This application enhances confidence and improves results in medical education and practice.

Both engineering and manufacturing sectors benefit, in practice, from the improved ease and quality of work that AR provides. Engineering increased use of AR includes intuitive interfaces that place diagnostics virtually within physical equipment, while manufacturing application extends to tools that provide actual equipment use. Besides its heavy utilization in industries producing aerospace and automobile assembly, pinpoint-accuracy-dependent industries find another great reliance on these tools (Nee et al. 2012). In the same manner that AR has revolutionized retail, it gives consumers shopping experiences that are much more personalized and engaging than they have ever been before. Using an AR app, consumers can virtually try on goods and even place furniture in their homes before buying them. This method enhances client satisfaction while simultaneously boosting revenues by reducing uncertainty in online purchase.

The entertainment and gaming categories have most effectively showcased the promise of AR. Figure 5 is application Pokémon GO illustrate how AR may merge real-world exploration with engaging digital interactions, resulting in experiences that enthrall millions (Billinghurst et al. 2014). The use of AR has enhanced museum exhibits by letting guests interact with artefacts and explore digital recreations of historical locations. Augmented reality has been used in live performances to produce visually dazzling shows, giving viewers a unique experience that combines virtual and real-life storytelling.



FIGURE 5. Pokémon GO (Kamińska et al. 2023)

ii. Challenges and Future Prospects

Although AR has many advantages, there are still several things standing in the way of its broad use. Ongoing challenges include high development costs, technological constraints, and the need for reliable internet access (Quintero et al. 2019). Smaller companies or impoverished areas like public education may not have access to specialized hardware and software needed for many AR applications. It is also challenging to apply AR on a large scale since producing excellent in quality AR material

demands specialized knowledge and a lot of money. Users' enthusiasm for AR is often more pronounced among younger generations, whereas older groups may be hesitant to adopt the technology owing to their perceptions of its complexity.

In the years to come, new technological developments should make these problems disappear. Delivering uninterrupted AR experiences is dependent on the deployment of 5G networks, which offer faster and more dependable connectivity. The use of Artificial Intelligence (AI) has the potential to automate content generation, which would improve the quality of augmented reality apps while reducing expenses. Augmented reality's influence will grow across many fields and aspects of daily life as these technologies develop and become more accessible. The revolutionary technology of AR bridges the gap between the virtual and actual worlds, opening up vast possibilities for new ideas. This technology has the ability to revolutionize many different industries, including education, healthcare, retail, entertainment, and urban planning. More widespread usage is becoming possible as a result of developments in networking and AI, notwithstanding persistent obstacles. The future of human contact with technology is becoming increasingly blurry as augmented reality continues to develop, perhaps erasing the line between the real and the virtual.

B. BENEFITS OF AUGMENTED REALITY IN EDUCATION

Augmented Reality has revolutionized education by providing fresh approaches to student engagement, topic explanation, and group work. Augmented Reality revolutionizes education by blending digital information with physical settings to produce dynamic, engaging, and thought-provoking experiences. Its potential pedagogical benefits may be seen in three domains: knowledge retention, interest and engagement, and group work in the classroom.

i. Engagement and Motivation

Probably the most powerful benefits of AR are in the lively and interactive ways it can keep the young learner interested; more traditional instruction might have relied on, sometimes boring static sources, such as textbooks or lectures, particularly on abstract and difficult-to-understand topics. Augmented Reality can use dynamic, interactive resources, such as simulations, 3D models, and animations, to demonstrate phenomena. The dynamism associated with these elements makes classes more interesting and seemingly more meaningful to students; thus, students are likely to become active learners. By using AR apps,

engineers can see how machines work, history students can carry out fieldwork, and biology classes can interact with virtual animals.

Augmented Reality is indeed an effective way to draw the interest of students into learning. Students, especially those who have problems learning through traditional approaches, find themselves far more engaged and lively in an AR environment (Freitas & Campos 2008). Injecting gamified elements, such as challenges or rewards, into AR initiatives will up the ante when it comes to interest and active participation. With AR, learning becomes more of an active process than just receiving knowledge. It assists

students in becoming active participants in their learning process. Giving students the feeling that they brought some of these things on themselves will increase their engagement and motivation in the long run. Figure 6 depicts the incorporation of AR technology inside an educational environment. An instructor aids a pupil utilizing a virtual reality and AR headgear, while the remainder of the class watches information projected on a screen. The arrangement emphasizes the utilization of immersive technology to augment learning, allowing students to engage with digital information for a more captivating and dynamic educational experience.



FIGURE 6. Using VR and AR in the Classroom (Halim et al. 2020)

ii. Cognitive Retention

Consequently, one major benefit of AR at the workplace and classroom would be its improved cognitive memory building ability since it helps in understanding complex and abstract concepts. Conventional methods often fail to grasp the complex or theoretical issues at the heart of many academic fields. Augmented Reality helps students understand more complex concepts by providing visually appealing and easy-to-understand examples. Students of biology may now examine human organs and systems in great detail using AR apps that simulate the human body in three dimensions. Similarly, chemistry and physics classes might benefit from AR simulations that show concepts like molecular interactions and gravity in a way that textbooks just can't.

Augmented Reality enhances understanding and memorization, according to studies. Pupils implementing AR for studying scientific subjects had improved understanding and retention compared to those employing

traditional approaches (Ekanayake & Gayanika 2022; Helmi et al. 2022). The interactivity of AR enables learners to manipulate objects, explore settings, and obtain immediate feedback, therefore consolidating their understanding. By delivering knowledge visually and contextually, AR reduces cognitive overload and allows pupils to focus on learning rather than being distracted by unnecessary text or abstract explanations. Visual and kinesthetic learners, who thrive in contexts that combine visual and tactile elements, will find this method very useful.

iii. Collaborative Learning

One domain where AR is clearly making a significant impact is the modification of educational settings to enable collaborative work among groups in classrooms. Students can undertake projects together, exchange ideas, or resolve issues with the use of any one of the numerous AR systems specifically developed for collaboration. Both things are

the enhancement of academic achievements and the development of critical communication and interpersonal skills. For example, students can work together on exploring augmented maps, designing virtual models, or even virtually experimenting with different solutions enabled by AR technologies. In the process of engaging in such shared activities, not only is understanding and cooperation promoted but also knowledge exchange.

According to Ewais et al., (2021), AR enhances collaborative learning by establishing shared virtual spaces in which students may interact with digital knowledge and one another. These places allow students to contribute equally, which disrupts traditional classroom structures. The inclusive nature of AR ensures that all students, regardless of aptitude, actively participate in group activities. Moreover, since the AR system is interactive and interesting, it promotes group work where the students become more imaginative and analytical. This is very significant in contexts when students are supposed to be working together on a project. In terms of making difficult concepts more understandable and promoting cooperation in the classroom, Augmented Reality has proven to be an unbeatable tool for classroom use. It transforms classroom learning from being passive to active, catering to varied learning styles and needs among individuals. Its place in today's education as a tool with transformative power stands out for its capability to involve the learners and enhance their cognitive memory while instilling a sense of collaboration. Because it is more and more accessible and due to future involvement in education, a teacher can prepare the students better for their future careers.

C. CHALLENGES OF AR IMPLEMENTATION IN EDUCATION

Augmented Reality indeed has a powerful potential role in transforming education into immersive, interactive learning experiences. Augmented Reality, which integrates virtual items into real-world environments, has been demonstrated to boost students' comprehension, motivation, and recall. Nevertheless, there are challenges associated with putting it into practice. In order for augmented reality to realise its revolutionary potential, we must overcome these limits, which extend across the areas of technology, education, and user experience.

i. Technical Barriers

Significant technological hurdles, mostly relating to affordability, compatibility, and necessary competence, impede the widespread use of AR in educational settings. Developing AR apps and purchasing suitable technology, such as head-mounted displays or devices with AR

capabilities, can put a substantial financial strain on many schools. Limited school budgets make it much more difficult to provide students with the resources they need to succeed academically. The substantial costs frequently hinder institutions from allocating resources towards the infrastructure necessary for supporting AR-based learning environments (Laine 2018).

Device compatibility is another key difficulty. Many AR applications require specific devices that is not widely available. Schools that use obsolete equipment or lack the requisite technical standards struggle to properly implement AR. The lack of cross-device capabilities and the difficulty in scaling to other educational contexts are further issues caused by augmented reality apps that are often developed with particular platforms in mind.

Augmented Reality necessitates technical expertise that is sometimes absent from conventional education. It's possible that administrators, instructors, and IT staff won't be able to handle the creation, maintenance, and troubleshooting of augmented reality solutions in-house. Integration is made more difficult and costs are increased by this reliance. Although limited by infrastructure in terms of internet access and student device storage, not to mention practicality in under-resourced rural areas.

ii. Pedagogical Challenges

Unique pedagogical challenges exist when implementing AR technologies in the classroom. Among the most important is adequate teacher preparedness and curriculum alignment. The lack of alignment between AR apps and well-articulated pedagogical objectives is a big obstacle. The disparity between technological capacity and realistic classroom needs is a consequence of many AR solutions being developed without engaging educators or considering particular curriculum standards. The need of creating AR experiences that directly promote learning goals while also reinforcing the skills and knowledge provided in curricular requirements (Quintero et al. 2019).

Training teachers is another very important problem. Most teachers haven't been trained on how to use AR effectively in the classroom, which can make it harder for people to use the technology. Even professionals in this field find it difficult to keep up with the speed of development and the many new teaching tools that result from the rapid development of technology. The lack of proper preparation for teachers makes it unlikely that they will feel comfortable implementing AR into their lessons. Teachers aren't prepared to fully utilise AR, and there isn't enough time or money for professional development workshops, thus the situation is becoming worse.

In addition, developers and educators must work together to create AR content that is engaging and effective

in the classroom. Unfortunately, such cooperation proves to be deficient due to different goal setting and capabilities. Teachers may not have the language skills to articulate their needs or, conversely, the programmers lack full understanding of the pedagogical nuance to conduct a productive learning process.

iii. User Experience Issues

Augmented Reality (AR) application for education without good UX, but there are still major roadblocks in this field. Augmented Reality apps lose some of their educational potential when users encounter frustrating and difficult-to-use interfaces. Students and teachers alike are reportedly unable to make full use of AR technology due to its convoluted layouts and unintuitive navigation (Shirazi & Behzadan 2015).

Accessibility is also another issue of urgency. Most of the AR apps do not consider the special needs of their users, hence very low accessibility. For instance, in case students have a problem with vision or hearing, they will have difficulty using the interface of most AR applications since they heavily depend on these two senses. Also, those students who have a motor skills problem and do not find the use of traditional applications comfortable will find it even harder to use the AR applications. Hence, these barriers are going to limit not only the involvement of some groups of students but also the wider objective of using technology to create equal educational opportunities.

Poor user experience can have an impact on reliability and performance as well. The learning process and user experience might be negatively affected by applications that are slow to launch, have flaws, or require extensive troubleshooting. Lack of confidence in AR technology due to inconsistent performance can limit its application in educational settings. To overcome these challenges and make sure that AR apps are easy to use, reliable, and accessible to everyone, we need to prioritise good software design, conduct thorough user testing, and implement universal design principles. Although AR might revolutionise the classroom, there are a lot of obstacles that will prevent its widespread use. To make AR more accessible to schools, it is necessary to address technological obstacles including high pricing, device compatibility, and a lack of understanding. You may ensure that technology is used effectively by bridging pedagogical gaps, integrating AR tools with curriculum objectives, and providing thorough teacher training. Last but not least, enhancing the user experience with an emphasis on accessible and intuitive interfaces will make AR more reliable and inclusive. The strategy for integrating AR into the classroom is undoubtedly challenging, but it is critical in order to provide students with the knowledge and

abilities they will require in the modern day. With focused investments, collaborative efforts, and a dedication to inclusion, AR may overcome these obstacles and achieve its promise to improve educational experiences throughout the world.

D. AUGMENTED REALITY TECHNOLOGY INTEGRATION IN TEXTBOOKS AND ITS IMPLICATIONS ON STUDENTS COGNITIVE LOAD

Augmented Reality (AR) technology is enhancing education by integrating interactive and dynamic content into textbooks. Through the use of AR, students are able to engage with simulations and three-dimensional models, making previously intangible ideas more tangible. By using AR into biology textbook in figure 7, students may better visualise biological processes and molecular structures, which improves their grasp of the material. This approach adapts to different learning styles and simplifies difficult subjects so that all students may understand them (Bacca et al. 2015; Ekanayake & Gayanika 2022) teachers face important difficulties in the teaching process due to a wide variety of student's special educational needs as well as student's lack of: the adequate level of basic competence, motivation, concentration, attention, confidence and background knowledge, among other aspects. Regarding the attention to these aspects, many studies have reported positive impact of Augmented Reality (AR).

Cognitive load, the mental work required to digest learning materials, is a challenge that AR integration poses. Students may become distracted by poorly made AR content, especially if they have to focus on both the text and the interactive parts. Improper alignment of AR graphics with instructional objectives might hinder learning due to the split-attention effect (Ahmad & Abu Samah 2024; Rozimah 2014) particularly in education. The emergence of Augmented Reality (AR). In order to avoid cognitive overload and enhance understanding, it is essential for AR designs to synchronise images and text (Kogan et al. 2024).

Problems with device availability and inadequate teacher preparation have slowed the implementation of AR in Malaysia. Many teachers aren't trained to make the most of AR, and the absence of infrastructure in rural areas is a problem, according to a research by the Malaysian Ministry of Education in 2023 (Kementerian Pendidikan Malaysia 2023; OECD 2023 2022). The implementation of strategic investments in areas such as infrastructure and professional development is very necessary in order to bring about a reduction in these disparities.

Adaptable AR apps suited to students' abilities may be developed by Malaysia with the aid of insights from

countries like South Korea and Finland. Students' engagement and comprehension are significantly enhanced by technologies that adjust the challenge level based on their skills, according to research (OECD 2023 2022). It is the responsibility of policymakers to guarantee that AR materials are compatible with school curricula and provide clear instructions for teachers to lessen students' mental strain.

In conclusion, previous studies indicate that AR enhances educational engagement; nevertheless, the integration of this technology has to be carefully regulated in order to overcome difficulties related to cognitive load. It is possible for Malaysia to utilize AR to build learning environments that are dynamic, inclusive, and successful if the country makes investments in adaptable content, teacher training, and equitable access.

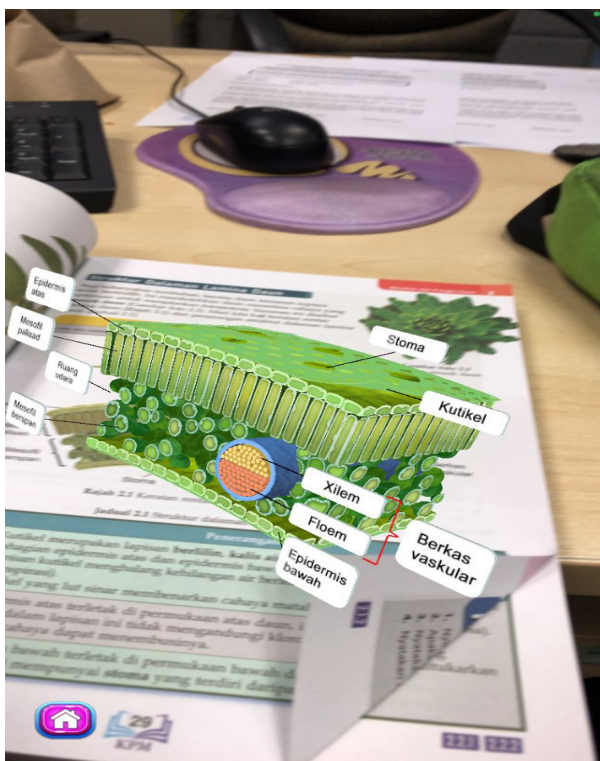


FIGURE 7. Using AR in the Biology Textbook

E. THEORETICAL FOUNDATIONS OF AR ADOPTION

Augmented Reality (AR) has developed as a revolutionary technology with applications in several industries, including education, healthcare, and entertainment. The acceptance and integration into popular usage are impacted by several aspects, best comprehended through established theoretical frameworks. These models offer a systematic framework for examining user acceptability, motivation, social influences, and the innovation adoption lifecycle. Regardless of the circumstances, this article analyses four

fundamental theoretical frameworks for AR adoption: The Technology Acceptance Model (TAM), the Motivation Model (MM), the integrated TAM and Theory of Planned Behaviour (TPB), and the Diffusion of Innovations theory

i. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM), proposed by Davis, (1989), is a prominent paradigm for comprehending technology uptake. The Technology Acceptance Model highlights two essential elements: perceived utility and perceived ease of use, which are the principal determinants of user adoption. The degree to which a user believes that a certain piece of technology would enhance their efficiency or effectiveness is known as its perceived utility. Academics may then turn to AR to help students better understand complex concepts through the use of interactive 3D visualisations and real-time simulations. Workers may perceive AR as a tool to streamline training processes or boost efficiency in maintenance and troubleshooting. According to the user's perception, the technology is easy to pick up and use. More people will utilise AR solutions if they have intuitive interfaces, need little to no setup, and integrate well with current processes. By reducing the cognitive load, mobile AR apps make the technology more accessible; for instance, users may interact with virtual objects using basic gestures or voice commands. Perceived utility is influenced indirectly by perceived ease of use (Davis 1989). The probability that people will see the value in a piece of technology grows when it's easy for them to utilise. Enhancing perceptions of AR and encouraging greater acceptance across multiple disciplines may be achieved by giving training, simplifying technological requirements, and creating user-friendly designs.

ii. Motivation Model (MM)

The Motivation Model (MM), developed by Davis & Warshaw, (1992), expands upon previous research on the functions of direct and indirect factors in the adoption of technology. This model illustrates, from a psychological perspective, the relationship between intrinsic motivation and extrinsic incentives. A person's intrinsic desire to use technology stems from their inherent interest in or enjoyment with the technology itself. The excitement of exploring virtual worlds, engaging in gamified learning sessions, or interacting with fully immersive environments are all examples of what augmented reality may provide. Students taking biology classes using AR might find the chance to manipulate virtual cells and see their actions as personally rewarding. Extrinsic motivation, on the other hand, is driven by external reasons such as increased performance, acknowledgement, or adherence to organisational guidelines. Employees may use AR-based

solutions because they boost productivity, meet job needs, or improve career possibilities through skill learning.

Both internal and external factors can motivate people (Davis & Warshaw 1992). A student may use AR for fun at first (intrinsic motivation), but then they'll keep using it when they see the educational benefits (extrinsic incentive). To encourage more professional usage of AR, businesses may consider combining internal motivators like engaging user experiences with extrinsic incentives like awards or certificates for competency.

iii. Combined TAM and TPB

In their 1995 hybrid model, Taylor & Todd, (1995) brought together elements of TAM and TPB to form a framework for understanding technology acceptance and planned behaviour. The model considers the influence of social and behavioural aspects in addition to the individual's viewpoint. This hybrid model is very suitable for the examination of complex adoption scenarios, like AR, as it takes into account social norms and perceived behavioural control as extra factors. A person's decision to utilise a technology is influenced by social norms, which are the expectations of one's peers or society as a whole. For example, teachers could feel compelled to use AR devices in the classroom if they see their superiors or colleagues using them often. When considering aspects like resource availability, technical expertise, and support systems, an individual's conviction in their capacity to effectively use technology is known as perceived behavioural control. Increased adoption rates may be achieved through the use of AR apps that provide thorough training, excellent customer support, and clear usage rules. These features work together to increase the perceived behavioural control of the users. These views are crucial for new technology, according to Taylor & Todd, (1995), because early worries about complexity or lack of expertise could put people off. The importance of incorporating individual, societal, and environmental elements is emphasised by the combined TAM and TPB framework. For AR to gain traction, we need to make it easy for people to use, spread positive word-of-mouth, and set up systems to help people when they need it.

iv. Diffusion of Innovations

One lifecycle framework for analysing the transmission of innovative technologies within a social system is offered by Rogers, (1995) Diffusion of Innovations theories. It distinguishes five types of adopters based on their characteristics: innovators, early adopters, early majority, late majority, and laggards. Pioneers are the ones who put new technologies through their paces. They aren't afraid to say "yes" to AR despite the fact that it may have serious

drawbacks or cost a pretty penny. Their feedback during the early stages of AR adoption is critical for improving the technology. Early users come after creators and are very important in making the technology seem normal. Most of the time, they are thought leaders whose support affects other people. For AR, this group could include teachers who are good with technology or businesses that are on the cutting edge and use test projects to show how useful the technology is. Most adopters fall into one of two categories: the early majority or the late majority. As soon as early adopters discover the potential benefits and applications of AR, they get on the bandwagon, whereas late adopters wait for the technology to become widely used and felt secure before jumping on. Last but not least, cynicism or resistance to change is common among laggards, who are the slowest to embrace. Major efforts, such offering cost reductions, better interfaces, or clear instances of AR's worth, will be required to reach this section.

Relative benefit, compatibility, complexity, trialability, and observability are the five characteristics of innovations that Rogers, (1995) found to affect their rate of adoption. Technologies for AR that stand out, meet user needs, are easy to use, allow for trial runs, and showcase successful implementations have a better chance of becoming widely used. Early and late majority users may be more receptive to AR if schools and companies do evaluations of the technology. An examination of the aforementioned theoretical frameworks like TAM, MM, the combined TAM and TPB, and the Diffusion of Innovations theory, offers crucial insights into the factors that influence the adoption of AR. The Technology Acceptance Model (TAM) underscores the significance of perceived usefulness and ease of use. The Motivational Model (MM) focusses on intrinsic and extrinsic motivators. In contrast, the integrated framework of TAM and the Theory of Planned Behaviour (TPB) includes social influences and perceived behavioural control. The Diffusion of Innovations theory offers a framework for analysing the adoption lifecycle of AR and for modifying strategies for various user segments.

Stakeholders can make AR platforms that meet users' wants, motivate them, and get a lot of people to use them by combining these academic points of view. These models not only help AR grow, but they also give lawmakers, educators, and companies useful information for making AR technologies more useful in many areas. This table gives a broad look at different theoretical theories, their main ideas, and how they relate to AR usage. Table 1 condenses important theoretical frameworks and the core ideas behind them as they pertain to the adoption of new technologies. Using the innovation adoption lifecycle, perceived utility, simplicity of use, motivation, social norms, and AR adoption as examples, it explains how these

ideas relate to AR adoption. Gaining a grasp of these models sheds light on ways to increase the uptake of augmented reality (AR) by focussing on user demands, providing efficient training, and designing the technology with the end user in mind.

TABLE 1. Theoretical Frameworks for Augmented Reality (AR) Adoption

Theory	Main Concepts	Relevance to AR Adoption
Technology Acceptance Model (TAM) (Davis 1989)	<ul style="list-style-type: none"> Perceived usefulness: Belief that technology improves performance. Perceived ease of use: Belief that technology is effortless to use. 	<ul style="list-style-type: none"> AR tools must demonstrate clear benefits (e.g., better learning outcomes). User-friendly design is essential to reduce resistance and improve adoption.
Motivation Model (MM) (Davis & Warshaw 1992)	<ul style="list-style-type: none"> Intrinsic motivation: Enjoyment and satisfaction from using technology. Extrinsic motivation: External rewards like productivity gains or recognition. 	<ul style="list-style-type: none"> Intrinsic factors (e.g., AR’s engaging experiences) attract users. Extrinsic factors (e.g., certifications, better performance) drive sustained usage.
Combined TAM and TPB (Taylor & Todd 1995)	<ul style="list-style-type: none"> Social norms: Influence of peer and societal expectations. Perceived behavioural control: Belief in one’s ability to use technology effectively. 	<ul style="list-style-type: none"> Social acceptance of AR (e.g., peer or organizational endorsement) boosts usage. Training and support enhance user confidence, addressing perceived complexity.
Diffusion of Innovations (Rogers 1995)	<ul style="list-style-type: none"> Innovation adoption lifecycle: Innovators, early adopters, early majority, late majority, laggards. Attributes: Relative advantage, compatibility, complexity, etc. 	<ul style="list-style-type: none"> Early adopters legitimize AR and encourage mainstream use. Clear advantages, ease of use, and observable success stories accelerate AR adoption across user groups.

METHODOLOGY

This study employed a Critical Interpretive Synthesis (CIS) approach to examine the pedagogical contributions, implementation challenges, and theoretical dimensions of Augmented Reality (AR) integration in secondary education. CIS is a qualitative evidence synthesis methodology that combines principles of systematic review with interpretive and theory-generating analysis, allowing researchers to critically synthesise diverse forms of literature while developing broader conceptual understanding (Dixon-Woods et al. 2006). Unlike conventional systematic reviews that primarily focus on aggregating empirical findings, CIS emphasises interpretive analysis, conceptual integration, and critical examination of existing knowledge. This approach was considered appropriate for the present study due to the interdisciplinary and evolving nature of AR research in education, which includes technological, pedagogical, and sociocultural dimensions.

The literature search process was conducted systematically using several academic databases, including Scopus, ERIC, Web of Science, and IEEE Xplore. Keywords and search combinations related to “Augmented Reality”, “AR in Education”, “Immersive Learning”, “Secondary Education”, “Technology Integration”, and “Digital Learning” were used to identify relevant publications. The search process focused primarily on peer-reviewed journal articles published between 2020 and 2025 to ensure the inclusion of current and relevant studies. However, several foundational studies and theoretical

references published prior to this period, such as works related to the Technology Acceptance Model (TAM) and Diffusion of Innovations Theory, were retained due to their continued theoretical relevance in educational technology research.

The data collection process involved systematic database searching and purposive selection of relevant literature related to AR integration in secondary education. Academic databases including Scopus, ERIC, Web of Science, and IEEE Xplore were used to retrieve scholarly publications relevant to the study objectives. Search keywords included terms such as “Augmented Reality”, “AR in Education”, “Immersive Learning”, “Technology Integration”, and “Secondary Education”.

Purposive sampling was employed to identify studies that provided substantial discussion on pedagogical applications, technological implementation, immersive learning practices, and sociocultural issues related to AR integration. The final sample consisted of 120 selected publications, including empirical studies, conceptual papers, review articles, and theoretical discussions relevant to secondary education contexts. The selected studies were considered sufficient to support comprehensive interpretive synthesis and conceptual analysis within the CIS framework.

The article selection process followed a structured CIS procedure adapted from the PRISMA framework. As illustrated in Figure 8, the review process consisted of four stages: identification, screening, eligibility, and inclusion. Initially, 850 publications were identified across the selected databases. Duplicate records were subsequently

removed, followed by title and abstract screening to determine relevance to the study focus. Full-text assessment was then conducted to evaluate methodological relevance, conceptual contribution, and alignment with the objectives of the study. Following the screening and eligibility procedures, 120 publications were selected for the final synthesis.

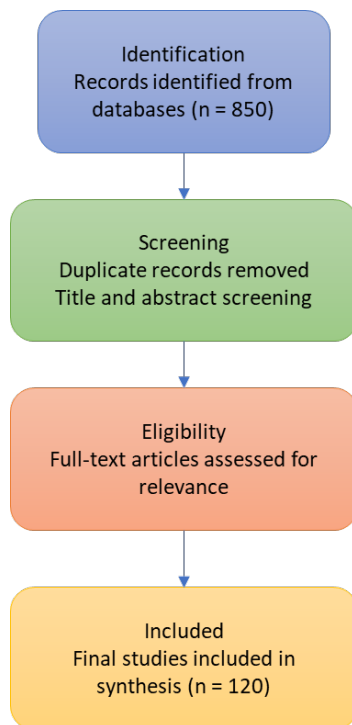


FIGURE 8. Critical Interpretive Synthesis (CIS) Article Selection Process Adapted from PRISMA Framework

Studies unrelated to educational contexts, duplicate publications, non-peer-reviewed articles, and studies lacking substantial relevance to AR implementation in secondary education were excluded from the review process. This selection strategy ensured that the synthesis remained focused on educationally relevant and conceptually meaningful literature.

Data analysis was conducted using iterative thematic coding and constant comparison techniques adapted from qualitative synthesis approaches (Toye et al. 2014). The primary analytical instrument used in this study was thematic coding, which enabled the identification of recurring concepts, patterns, and relationships across the selected literature. During the analysis process, the selected studies were reviewed repeatedly to identify emerging themes related to pedagogical effectiveness, technological readiness, immersive learning practices, and sociocultural considerations in AR integration.

Thematic categories were subsequently organised into three major domains: technological factors, pedagogical factors, and sociocultural factors influencing AR integration

in secondary education. These domains emerged inductively from the synthesis process rather than being predetermined prior to analysis. Constant comparison techniques were employed throughout the analysis to examine similarities, differences, and conceptual relationships across studies in order to strengthen interpretive consistency and thematic development.

To ensure trustworthiness and analytical consistency, the study employed iterative coding procedures, and continuous cross-referencing between studies throughout the synthesis process. An audit trail was maintained to document analytical decisions, coding development, and interpretation refinement in order to minimise researcher bias and enhance transparency. These procedures strengthened the credibility and dependability of the interpretive synthesis process.

In addition, the Critical Appraisal Skills Programme (CASP) framework was utilised to evaluate the methodological quality and relevance of selected studies, particularly in assessing conceptual contribution, research design, and interpretive value (Long et al. 2020) there is a lack of consensus regarding how to judge the methodological quality of qualitative studies being synthesised and debates around the extent to which such assessment is possible and appropriate. The Critical Appraisal Skills Programme (CASP). Rather than excluding studies solely based on methodological limitations, the appraisal process was used to support balanced interpretation and critical discussion of findings.

The final synthesis integrated findings across technological, pedagogical, and sociocultural perspectives to develop a broader conceptual understanding of AR adoption and immersive learning practices in secondary education. Through the interpretive nature of CIS, the study aimed not only to summarise existing findings but also to identify conceptual relationships, implementation gaps, and future directions for sustainable AR integration in educational settings.

FINDINGS AND DISCUSSION

A. TECHNOLOGICAL DOMAIN: CHALLENGES AND OPPORTUNITIES IN AR IMPLEMENTATIONS

Augmented Reality (AR) technology offers transformative potential for secondary education, but its adoption is hindered by significant technical barriers. High development costs and the need for specialized hardware, such as AR headsets or high-performance mobile devices, limit accessibility, particularly in underfunded schools (Laine 2018). Many educational institutions struggle to afford the necessary infrastructure, including reliable internet connectivity and device maintenance, which are critical

for seamless AR experiences. Additionally, the rapid evolution of AR software requires frequent updates, further straining limited budgets. These financial constraints create disparities, where only well-resourced schools can fully leverage AR's benefits, exacerbating educational inequities (Quintero et al. 2019).

Device compatibility remains another major challenge. Augmented Reality applications often require specific operating systems, sensors (e.g., LiDAR, gyroscopes), or processing power, which may not be available on older or low-cost devices (Wu et al. 2012). This fragmentation forces educators to either invest in new technology or limit AR use to a subset of students, undermining inclusivity. Furthermore, many AR apps are platform-dependent, meaning content designed for iOS may not function on Android, complicating large-scale deployment. Standardization across devices and operating systems is essential to ensure equitable access and reduce implementation complexity (Criollo-C et al. 2021).

Despite these challenges, mobile AR presents a scalable solution. Smartphones and tablets, which are already widely used by students, can serve as accessible AR platforms, reducing the need for expensive dedicated hardware (Helmi et al. 2022). Cloud-based AR applications, which offload processing to remote servers, also mitigate device limitations by minimizing local computational demands. Advances in 5G networks and edge computing promise to enhance real-time AR experiences, enabling more sophisticated simulations without latency issues (Kamińska et al. 2023). These developments suggest that future AR integration may become more feasible as mobile technology continues to evolve.

To maximize AR's educational impact, stakeholders must address these technological barriers through collaborative efforts. Policymakers should allocate funding for AR infrastructure in underserved schools, while developers must prioritize cross-platform compatibility and low-cost solutions. Teacher training programs should also include technical support to ensure educators can troubleshoot basic AR-related issues (Ekanayake & Gayanika 2022). By tackling these challenges, AR can transition from a niche tool to a mainstream educational resource, democratizing access to immersive learning experiences.

B. PEDAGOGICAL DOMAIN: ENHANCING LEARNING THROUGH AR INTEGRATION

Augmented Reality (AR) has demonstrated significant potential to transform pedagogical approaches by creating immersive, interactive, and student-centered learning environments. Unlike traditional methods that rely heavily on textbooks and lectures, AR enables experiential learning

through 3D visualizations, simulations, and real-time feedback (Akçayır & Akçayır 2017). For example, biology students can explore virtual dissections, while history classes can reconstruct historical events through AR overlays, making abstract concepts tangible. This shift from passive to active learning aligns with constructivist theories, where students build knowledge through direct interaction with dynamic content (Freitas & Campos 2008). However, the effectiveness of AR depends on its alignment with curricular goals, requiring careful design to ensure educational relevance rather than technological novelty.

A critical challenge in AR adoption is the lack of teacher preparedness and training. Many educators lack the technical skills or confidence to integrate AR tools into their lessons, leading to underutilization (Quintero et al. 2019). Professional development programs must address this gap by providing hands-on training, lesson-planning support, and ongoing technical assistance. Additionally, AR content must be pedagogically sound, meaning it should complement existing curricula rather than serve as a standalone distraction. Collaborative efforts between educators and developers are essential to create AR applications that meet classroom needs, such as customizable simulations for diverse subjects and learning levels (Bacca et al. 2015). Without this alignment, AR risks becoming an underused gadget rather than a transformative educational tool.

Research indicates that AR significantly enhances student engagement and motivation, particularly for learners who struggle with traditional methods (Ekanayake & Gayanika 2022). The gamification elements often embedded in AR such rewards, interactive challenges, and instant feedback, trigger intrinsic motivation, encouraging deeper exploration of subjects. For instance, chemistry students using AR to visualize molecular structures show higher retention rates compared to those using static diagrams (Wu et al. 2012). Furthermore, AR supports differentiated instruction by catering to various learning styles: visual learners benefit from 3D models, kinesthetic learners from interactive manipulations, and auditory learners from narrated AR content. This versatility makes AR a powerful tool for inclusive education, provided it is designed with accessibility in mind example features for students with disabilities.

Despite its advantages, AR's pedagogical impact is limited by inconsistent implementation and a lack of long-term studies. Most research focuses on short-term engagement rather than sustained learning outcomes, leaving gaps in understanding AR's role in knowledge retention over time (Helmi et al. 2022). Future studies should explore longitudinal effects, cross-disciplinary applications, and comparative analyses with other digital tools. Policymakers and school leaders must also prioritize

evidence-based AR integration, investing not only in technology but also in teacher training and curriculum development. By addressing these challenges, AR can evolve from a supplemental tool to a cornerstone of modern pedagogy, fostering critical thinking, creativity, and collaboration in students (Kamińska et al. 2023).

C. SOCIOCULTURAL DOMAIN: EQUITY, ETHICS, AND ADOPTION OF AR IN EDUCATION

The integration of AR in education is deeply influenced by sociocultural factors that shape access, acceptance, and ethical implementation. One of the most pressing concerns is the digital divide, where socioeconomic disparities limit equitable access to AR technology (Quintero et al. 2019). Schools in low-income or rural areas often lack the infrastructure, such as high-speed internet or modern devices, required for AR applications. This creates an uneven playing field, privileging students in well-resourced institutions while leaving others behind. Policymakers must prioritize funding and infrastructure development to ensure AR does not exacerbate existing educational inequalities. Additionally, cultural relevance is critical, AR content must be localized to reflect diverse student backgrounds and languages to foster inclusive learning environments (OECD 2023 2022).

Social acceptance and institutional support play pivotal roles in the successful adoption of AR. According to Rogers' Diffusion of Innovations theory, early adopters like tech-savvy teachers or innovative schools can drive broader acceptance by demonstrating AR's benefits (Rogers 1995). However, resistance to change remains a barrier, particularly among educators and administrators who perceive AR as complex or disruptive to traditional teaching methods. To overcome this, professional development programs should highlight AR's pedagogical value through case studies and pilot projects. Community

engagement is also essential; involving parents and stakeholders in AR initiatives can build trust and encourage wider adoption. For instance, schools that showcase AR's impact through open demonstrations or student-led projects often see higher buy-in from skeptical audiences (Laine 2018).

Ethical considerations further complicate AR's sociocultural integration. Data privacy is a paramount concern, as AR applications often collect sensitive student information, such as location data or interaction logs (Kamińska et al. 2023). Schools and developers must adhere to strict data protection regulations to safeguard student privacy. Moreover, the potential for AR to blur virtual and real-world boundaries raises questions about psychological effects, particularly for younger users. Overreliance on AR could diminish face-to-face interactions or create unrealistic expectations of learning environments. Establishing ethical guidelines such screen-time limits and content moderation can mitigate these risks while preserving AR's educational benefits (Helmi et al. 2022).

Looking ahead, collaborative efforts are needed to address these sociocultural challenges. Public-private partnerships can subsidize AR costs for underserved schools, while cross-cultural research can identify best practices for global implementation. For example, Finland's emphasis on teacher autonomy and South Korea's national digital education policies offer models for balancing innovation with equity (OECD 2023 2022). Similarly, involving students in AR design processes ensures tools meet their needs and cultural contexts. By centering equity, ethics, and community engagement, AR can transcend technological novelty to become a sustainable and inclusive educational resource. Future research should explore AR's long-term societal impact, including its role in fostering digital literacy and global citizenship (Criollo-C et al. 2021). The table 2 below maps the CIS analysis process to the study's outcomes.

TABLE 2. Critical Interpretive Synthesis (CIS) Analysis of AR Literature.

Research Domain	Methodological Approach	Key Findings	Supporting Studies
Technological	Purposive sampling of AR tools (2010–2023); CASP quality assessment	High costs and technical barriers limit scalability. Mobile AR offers pragmatic solutions.	Laine, (2018); Wu et al., (2012)
Pedagogical	Constant comparison of teaching strategies	AR enhances engagement but requires curricular integration and teacher training.	Akçayır & Akçayır, (2017)
Sociocultural	Reflexive journaling on equity/ethics	Adoption hinges on social norms and equitable access; ethical guidelines needed.	Rogers, (1995); OECD (2023, 2022)

This synthesis table provides a structured overview of the study's methodology and key findings across three critical domains of AR in education. The technological domain was investigated through purposive sampling of AR tools from 2010-2023 combined with CASP quality assessment, revealing that while high costs and technical barriers limit scalability, mobile AR emerges as a practical solution (Laine 2018; Wu et al. 2012). For the pedagogical domain, constant comparison

of teaching strategies demonstrated AR's ability to enhance student engagement, though successful implementation requires careful curricular integration and comprehensive teacher training (Akçayır & Akçayır 2017). The sociocultural domain, analyzed through reflexive journaling on equity and ethics, highlighted that AR adoption depends heavily on social norms and equitable access, underscoring the need for clear ethical guidelines (OECD 2023 2022; Rogers 1995). By organizing these findings into distinct yet interconnected domains, the table effectively illustrates how different methodological approaches yielded specific insights about AR implementation, while also demonstrating the multifaceted nature of educational technology integration that requires simultaneous attention to technical, instructional, and social factors for successful adoption. The inclusion of supporting studies provides academic rigor and shows how the findings align with both recent and foundational research in the field.

CONCLUSION

This study examines existing research on the integration of Augmented Reality (AR) in secondary education, illustrating its potential to transform teaching and learning practices. Augmented Reality facilitates immersive and interactive learning experiences that improve students' cognitive engagement, conceptual conceptualisation, and motivation, especially in relation to abstract or complex content (Akçayır & Akçayır 2017; Ekanayake & Gayanika 2022). These affordances position AR as a pedagogical catalyst that enhances knowledge retention and supports multimodal learning environments in accordance with 21st-century educational requirements.

The study identifies several ongoing challenges that hinder the sustainable adoption of AR in educational settings. Insufficient teacher preparedness, inadequate technological infrastructure, and elevated implementation costs hinder effective integration, indicating that AR may persist as a novelty absent systemic support and policy alignment (Hashim et al. 2022). Strategic investments, capacity-building initiatives, and curriculum-integrated AR design are essential for advancing beyond experimental applications and attaining transformative results.

The use of secondary data, which might not adequately reflect long-term classroom dynamics or more general institutional variances, is a limitation of this study. To confirm AR's long-lasting cognitive and affective impacts, future studies should incorporate cross-context comparisons, classroom-based interventions, and longitudinal tracking of learning gains. To guarantee that AR makes a significant contribution to educational reform, research into culturally sensitive AR content, equity of access, and ethical data

governance is also required. With these safeguards in place, AR has the potential to transform from a new technology into a scalable breakthrough that has the power to completely transform secondary education.

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Hairul Nizam Hasnan
Faculty of Education,
Universiti Kebangsaan Malaysia, Malaysia
p121265@siswa.ukm.edu.my

Helmi Norman*
Ph.D., Associate Professor, Faculty of Education,
Universiti Kebangsaan Malaysia, Malaysia
helmi.norman@ukm.edu.my

Norazah Nordin
Ph.D., Professor, Faculty of Education,
Universiti Kebangsaan Malaysia, Malaysia
drnmn@ukm.edu.my

Nor Hafizah Adnan
Ph.D., Senior Lecturer, Faculty of Education,
Universiti Kebangsaan Malaysia, Malaysia
norhafizah@ukm.edu.my

*Corresponding Author: Helmi Norman, helmi.norman@ukm.edu.my

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