



# Analysis of Digital Book Integrated Local Culture as the Internalization of Character Education During Pandemic

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**Abstract.** Digital books are one of the learning media that provide innovation in distance learning during the pandemic because they can be accessed easily. The digital book experience that is equipped with pictures, audio and video makes learning more interesting. Based on the results of the study it is known that the integration of local culture in digital books can realize the noble character of students in harmony with national education. This research was conducted using a literature review method by analyzing a number of articles and books relevant to this topic. This research is important to do to strengthen the national identity through characters that are sourced from local wisdom through digital books. The teacher's role is very much needed in the development of digital books that are integrated into local culture so that learning during the pandemic becomes more interesting and student attitude competence can be achieved.

**Keywords:** Digital book · Character Education · Local wisdom

## 1 Introduction

Talking about education, it seems that it will never run out. This is because the times that continue to demand education to be relevant to each changing time. In today's 21st century, education is faced with the challenge of accelerating information and technological developments. For this reason, students should be able to think critically, master digital literacy, and have social skills, including character [1]. The government has made various efforts to respond to the times, one of which is by updating the learning curriculum. In its history, Indonesia has changed the learning curriculum eleven times from 1947 to the last in 2013. Completing the previous curriculum of KTSP 2006, which focused a lot on the knowledge aspect, in the 2013 Curriculum, the attitude aspect was also looked at through Strengthening Character Education, abbreviated as PPK [2].

PPK gives the meaning that education is not only a forum for the transfer of knowledge but what is no less important is that education also seeks to shape character through inculcating values and norms in life. According to Piaget, education should refer to efforts to build the nation's character so that it continues to exist in the future [3]. In line with

that, the Minister of Education and Culture, Nadiem Anwar Makarim, in his speech on National Teacher's Day in 2019, initiated a program called "Learning Independence." In addition to focusing on developing literacy skills, this program also focuses on aspects of character building. Among the character education in question are honesty, religious attitudes, tolerance, responsibility for hard work, and perseverance.

The magnitude of the government's attention in questioning aspects of character formation shows the importance of character education in building a superior generation. Unfortunately, nowadays, education in Indonesia is increasingly worrying. It can be seen from the lack of honesty of students in taking exams and low self-discipline while participating in Distance Learning (PJJ) during the pandemic. This can be influenced by the rapid digital flow, which impacts the depletion of students' morale. The lack of student filtering in accessing various information on the internet and social networking in cyberspace is also the reason for the decline in student character [4].

Conditions in the 21st century today in the industrial revolution 4.0 have changed many aspects of life based on information technology or the digital era [5]. Furthermore, gadgets in the digital era and simultaneously during online learning can be likened to a knife. If used properly, it will be instrumental in supporting student learning. On the other hand, when students cannot control themselves, unwanted values will become entrenched like the spread of cheating during exams and an instant attitude toward getting something. The bad impact will obscure the purpose of education in building the character of honesty and hard work in students. In addition, a high sense of individuality also occurs due to a lack of socialization with the environment while students are busy with their gadgets. So to stem this, character education is needed that is integrated with the values of local cultural wisdom.

However, the problem is the lack of understanding and appreciation of culture by the Indonesian people themselves. This happens because attention to the culture of local wisdom has not been fully implemented, especially in curriculum development in education [6]. The integration of local culture in the learning environment and process is often known as ethnoscience [7]. Local culture is a way of life that develops and is shared by a group of people and is passed down from generation to generation. Cultivating awareness of culture and local wisdom is done by making it an identity so that culture can build a nation's character that contains noble values [8]. However, the culture of society has not been able to create a positive scientific character in the hearts of students. Students' lack of scientific character is because students do not yet know that there are scientific principles [9].

Internalization of cultural values can help create character education for students by growing awareness of their roles and responsibilities for the culture in their environment. In addition, culture-based education also plays a role in instilling values or norms adopted in society. Thus learning becomes more meaningful so that it is expected to form a superior national character.

In this case, the role of a teacher is to strive for character-based and integrated learning in local culture. During the pandemic, the implementation of Distance Learning (PJJ) makes the transfer of values that are usually carried out directly by teachers in the classroom hampered [10]. The teacher's task in developing the affective aspect (character) has not been carried out optimally. This is due to the emergence of the Distance Learning

(PJJ) policy during the pandemic. PJJ is done by two methods, namely synchronous and asynchronous. Synchronous, namely online learning at the same time as using virtual conferencing. As for asynchronous learning, namely, indirect learning can be carried out by providing teaching materials that students can access at any time [11].

The uneven distribution of online learning support facilities in each region makes it difficult for teachers to conduct synchronous learning (online at the same time). Therefore, learning media is needed in the form of digital books that students can access anytime and from anywhere. The presence of digital books that are interactive and integrated with local culture is expected to answer the challenges of education to form students' strong character of noble values and not be eroded by various currents of globalization in the digital era. The use of digital books is also in line with the implementation of online learning during the pandemic so that students can access them through devices anywhere and anytime. The update in this research is the innovation of making digital books that are interactive and integrated into local culture and accommodate the character development of students during the pandemic.

## 2 Methods

The research method used is a literature review by analyzing the concepts studied through a number of articles and books that are in accordance with the research topic. The literature used is 20 with details, namely 19 articles and one book. The selection of articles is based on the novelty of the article, namely using articles published in the last four years and having an ISSN. Among these articles, there are 3 articles published in 2021, seven published in 2020, six published in 2019, and the last published in 2018 as many as 3 articles. The articles published varied from 14 Indonesian-language articles and five English-language articles. Apart from journal articles, there are also articles from the seminar proceedings with five articles. The article is accessed through the Google Scholar, Pubmed, and Mendeley web pages that already have ISSNs from Indonesian and international journals.

## 3 Results and Discussion

### 3.1 Innovation in Digital Books on Learning in a Pandemic Period

Before the Covid-19 outbreak, face-to-face learning was supported by the existence of textbooks containing material sheets and equipped with several supporting pictures and practice questions. After the outbreak of the Covid-19 pandemic worldwide, updates and innovations in teaching materials that support online learning are urgently needed. In line with the development of technology and information in the current digital era, it also influences innovation in the field of education. Textbooks that were originally a collection of papers can then be accessed in the form of e-books in soft files. Furthermore, multimedia-based digital books are developed that contain text and are also equipped with images, audio and video and are interactive. This is certainly a breath of fresh air in education because it can help students understand abstract material through animation or audio presentations even though learning is done online.

Digital books are teaching materials in the form of multimedia that include text that contains material and equipped with pictures, videos, and audio to make learning more interesting. Meanwhile, interactive understanding means that digital books with controllers are in the form of directions that can make it easier for teachers to present information messages and cause interactions [12].

The implementation of online learning from their respective homes indeed found changes in the learning process. Students are required to be able to adapt by conducting independent and disciplined learning. Meanwhile, educators, especially teachers, are required to develop the learning process to be interesting, varied and communicative [1]. Therefore, the development of digital books can answer these challenges by presenting interactive learning through video or animation presentations that will guide students during the online learning process.

In addition to being a teacher intermediary in delivering material, interactive digital books can provide an atmosphere as if being guided by the teacher because it can contain audio or video. This digital book is also designed using language that is easy for students to understand, giving the impression of a communication interaction between teachers and students. Thus, it is hoped that the creation of exciting learning raises the interest and motivation of students to take part in learning, especially during the pandemic, when many factors can affect the decline of students' learning motivation.

Some of the features provided in digital books are not much different from e-modules, including according to research on e-module development conducted by [13] in the form of a three-dimensional display feature on the front page, loading learning materials and videos, and the availability of clickable buttons on the table of contents to make it easier for students to get to the desired topic.

Research from Setiawan [12] concluded that by learning using interactive multimedia digital books, students' learning motivation increased. This happens because students are becoming more interested in using digital-based teaching materials in the current era of technological development. Not only that, but student activity and learning outcomes are also known to have increased. Several other studies have also concluded that the use of digital books has a good impact so that it can increase interest and the quality of learning [14]. The application of this digital book is also very suitable for online learning conditions because it can be accessed by students easily anywhere and anytime.

### **3.2 Integrated Learning of Local Culture as Internalization of Character Education**

In the digital era like now, the dissemination of information can occur quickly and seems to be seamless between countries and has an impact on globalization. The impact of globalization in question is the occurrence of contact between cultures within and outside the country. The spread of culture occurs briefly with a very wide reach with the existence of information technology. As a result, there is a shift in orientation to a local culture which causes an effect on the value order in society [8].

The solution offered is to prioritize character education. The existence of value education can realize this character. Value education can appear after knowing the knowledge of these values. Furthermore, this knowledge of values will lead to the creation of the internalization of the value in question. In the end, the internalization of values that occur

will encourage students to behave by these values. This is what underlies the formation of character in students [15].

Meanwhile, the 2013 curriculum has also attempted to form character education which is contained in the second core competency in the form of personal and social competencies such as being honest, interacting with the social environment, and being responsible and disciplined. The importance of character education is also stated in Law No. 20 of 2003 concerning the National Education System in Article 3. In this article, national education aims to build a dignified nation's civilization by building student character.

Some reasons above show that it is important to improve the quality of character education in students. According to [16] There are at least three components in realizing character education, namely knowing morals (moral knowing), then feeling moral (moral feeling), and moral actions (moral action).

In order to stem the degradation of noble values in a culture, the integrated character education of local culture will be very important. For example, the impact of declining student character can be seen in the rampant cheating during exams that occur because students can easily access answers from various sources on the internet. In addition, students' understanding and awareness of the values contained in local culture are also low. So it is hoped that character education that is integrated with the local culture can prevent this degradation.

Before discussing efforts to apply local cultural wisdom to students' characters, it is necessary to know the definition of local wisdom. Local wisdom or what in English is called local wisdom has the meaning of values or ideas that are believed to be true by local people that are wise and rooted in the local community. The formation of local wisdom results from cultural excellence in the community that contains exemplary and is used as a guide for life continuously. But unfortunately, the meaning and internalization of local wisdom in the world of education is still very minimal. Although it has been included in the local curriculum, it is only limited to knowledge of regional languages or arts such as dance. Even though at this time the challenge is the application of local values that are increasingly lost in the current generation. Therefore, further exploration is needed of the local cultural wealth that includes noble values full of the nation's characters [15].

Indonesian people themselves should return to their national identity with the meaning of noble values in local culture. This is done by digesting the substantive understanding of local culture. Such as the nature of honesty, hospitality, and so on. To ground the culture of local wisdom, it is necessary to revitalize local culture in accordance with the rules of character education. Because according to the goal, integrated character education from local culture will foster student identity and love for the region and nation.

Among the several functions of applying local wisdom in learning are raising the nature of protecting and preserving natural resources and developing human resources through various traditions and good advice. This local wisdom can be applied in shaping students character because, in a positive culture, there is no conflict with scientific rules, and can be guided as a learning resource. The following is an example of the implementation of local wisdom that affects character, such as preserving nature for the Timorese people who maintain and manage forests according to customs and traditions passed

down to the next generation. Similar is the case with forest management in Karimunjawa, Central Java. If this culture is lost, the impact will be very real on preserving nature, such as the occurrence of illegal logging and so on [16].

Next according to [16] in his book entitled *Character Education, Ethnoscience, and Local Wisdom*, there are several ways in implementing local culture as the internalization of character education. The first is the complementary or single-subject model. The application of this model is by adding local wisdom to the structure of the existing curriculum. This is done by adding a special subject on local wisdom and adjusting the curriculum. This complementary model requires its own time and even needs to add teachers to its teaching. The advantage of this model is that it can instill local wisdom values intensively and maximally.

The two models are integrated or integrative, their application is not only in the curriculum and subjects but also in the learning process. In this model, teachers and principals are required to develop a curriculum, assessment, and management of the learning process. The advantage is that it doesn't cost more.

The three models are separate or discreet, applying this model separately or separately from other subjects. It could be in the form of an extracurricular program teaching the values of local wisdom. In a separate model, careful preparation is needed so as not to be mistaken in its application.

Several steps can be taken in integrating the culture of local wisdom in learning, namely by observing the culture by the context of the character to be addressed, then determining it and conducting an in-depth exploration of the culture so that it can find the concepts of local wisdom values that will be applied to learning [16].

### **3.3 The Influence of Local Culture Integrated Digital Books on the Internalization of Character Education During the Pandemic**

Internalization or appreciation of character values originating from local culture can be integrated through learning resources in teaching materials. The teaching materials used certainly contain the foundation of character education that is integrated with the values of local wisdom. Based on the results of the literature analysis conducted by [17] concluded that developing teaching materials appropriate to the local environment and culture in social sciences can improve students' understanding. In addition, teaching materials that are integrated into local culture make students understand their obligations and involvement in caring for local culture [17].

The research conducted by [18] stated the same thing, namely the value contained in local wisdom if it is contained in teaching materials is an alternative that teachers in shaping student character can do. The character aspects examined in this study are social characteristics such as the nature of responsibility, a sense of solidarity, and mutual cooperation without any reward contained in the "Marsalap Ari" culture. By knowing the existence of this culture in teaching materials, students are expected to be able to imitate this wisdom in everyday life.

A similar study that developed teaching materials in the form of an E-Book containing character education in the fifth-grade Civics Elementary School subjects showed a good influence in shaping students' character. In addition, this E-Book can support students to learn independently and apply the character values summarized in Civics learning [19].

In the research conducted [20] Regarding the perception of a number of students majoring in biology towards the development of E-Books based on local potential, they thought that the development carried out was very good because through the E-Books they could create interesting and varied learning with the audiovisuals displayed. The existence of material content based on local potential also gives a contextual impression of learning.

Some of these studies state that the influence of teaching materials, especially digital books that are integrated with local culture, can affect the internalization of character education. The function of digital books is also very much needed in online learning during the pandemic to develop the affective realm by building student character. The development of this digital book also answers the challenges of character building in the era of digitization. Presenting digital books will be in line with advances in information technology so that they are relevant in the 21st century. The learning process becomes interesting and varied because digital books are equipped with image, audio and video media so that learning becomes more interactive. Thus, it is hoped that students will be motivated to know more about local wisdom and implement it in everyday life to make it a character.

Based on the results and discussion, the main follow-up that the teacher needs to do is to recognize and understand the various local cultural wisdom themselves. Furthermore, teachers can develop digital books that are integrated with local culture in the material being taught so that it is hoped that the internalization of character education will occur. Especially during the pandemic when learning is done online, digital books will create online learning that is more interactive and can increase student motivation in learning.

## 4 Conclusion

In the current era of digitalization, the development of technology and information makes the influence of cross-cultural globalization easily happen. The rise of moral degradation obscures the purpose of national education to strengthen national identity. Through character education integrated into local cultural wisdom, it will be the answer in planting national identity with character, because education based on local wisdom contains teachings so that students understand real situations in their daily environment and instill noble values such as nature conservation, hospitality, and others.

The outbreak of the Covid-19 virus has made learning done online. As a result, the emphasis on affective or attitude aspects has not been carried out optimally. Therefore we need appropriate learning media in digital books that can be accessed easily anywhere and anytime.

The results of a literature study conducted on a number of studies show that the use of digital books that are equipped with material text and images, audio, and video make learning more interesting, varied, and interactive. In addition, integrating local culture in digital books will create more meaningful learning so that students understand and are aware of the values of local wisdom, which leads to the formation of noble characters.

The implications of this research are mainly in the world of education to realize character education that is integrated with local culture. The teacher's role is very much needed in developing digital books that are integrated into local culture so that learning

during the pandemic becomes more interesting and student attitude competence can be achieved. The proposal for further research discusses the topic of local wisdom that can be implemented in the development of digital books by learning materials.

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