The Character Education Based on Local Wisdom with Flipbook Assisted Digital Literacy Media in Online Learning

Rina Andriani[1*], Emas Marlina[2], Nenden Sri Rahayu[3]

[1,2,3]*Universitas Bale Bandung, West Java, Indonesia*

Corresponding author email: rinawijaya66@gmail.com

Abstract

Attitudes and behaviors that are in accordance with the noble values of Pancasila are preserved by character education based on local wisdom. The character education program begins with providing knowledge of local wisdom values, exemplary, providing motivation, habituation and enforcement of rules. The aims of this study are to design, create and implement local wisdom-based character education by using flipbook-assisted digital literacy as learning media in online learning. The research method was carried out in three steps: initial, core and final stages. The study was conducted at SMPN 1 Arjasari class VII-D consisting of 30 students. The results show that the students have a high interest and curiosity towards the material presented in the learning activities. Furthermore, the students' responses regarding the use of digital literacy media are 98% of them enjoy learning with the use of flipbook-assisted digital literacy media and 3% do not. In terms of the content in the material presented in the flipbook, 90% of them were very satisfied, 5% said they were satisfied and 5% were not satisfied. To conclude, the character education based on local wisdom with digital literacy media assisted by flipbooks is appropriate to be used during online learning, the characters that emerge from the learning process are curiosity, high motivation, obedient, discipline and care of the local culture.

Keywords: digital media literacy, local wisdom, character education.

1. Introduction

Education nowadays makes use of digital-based information facilities, bearing in mind that the needs in the technological era are increasing day by day, especially after the Covid-19 disease outbreak hit the world without exception for the Indonesian nation so teachers must be able to optimize the use of technology in online learning. Digital media is the appropriate tool to meet these needs as a means of communication in learning. The importance of digital technology in life changes the way a person communicates and thinks when searching for information to meet their needs through the internet, which is increasingly easy to obtain and at a cost that is affordable for various groups of people. The ability to understand information through the reading process is a skill that everyone must have, which is called digital literacy. Online learning, which has been implemented since the Covid-19 pandemic, requires teachers as facilitators in class learning to compile teaching materials digitally, one of which is digital book media. This media is effectively used as a literacy medium during online learning. However, if the book file is stored on a cellphone, it will require a lot of storage space, so that it will speed up the full memory of the cellphone, so that the digital book needs to be presented in the form of a link that can be opened using internet access.

The components of teaching and learning process are very essential in order to run a teaching and learning process. The result of the teaching-learning process will be determined by the roles of all components involved (Rahayu & Sandi, 2018); otherwise, the teaching and learning process will not be able to run. The main components of teaching and learning process are learners or students and teachers (Edge, 1993). The technology advances have positive and negative impacts on student development, especially junior high school students. On the other hand, the use of learning media during the learning process is still in the form of a power point presentation which tends to be static and simple. This may be a factor in the low curiosity and active participation of students during the learning process. The positive impact that can be caused by advances in technology is that students can easily access the internet in utilizing learning facilities, but the negative side is that if it is not balanced with a wise attitude in using social media, these students are carried away by negative side of the external culture. Observing the negative impact that will influence the students, thus the teaching materials for learning in schools must be adapted from the noble values of Pancasila, namely believing in one supreme God and having high nobility according to Indonesian culture. The Indonesian nation consists of various ethnic groups that have a wealth of cultural diversity and are spread across various islands. The motto Bhineka Tunggal Ika, which means different but still one, is an illustration of the

differences in ethnicity, religion, culture, and regional languages in Indonesia. These differences constitute the cultural treasures of the Indonesian people which need to be maintained, preserved and respected by Indonesian citizens.

Elaborating Pancasila as Indonesian cultural value is necessary to provide learning tools for building the character education. The charaacter education program begins with providing knowledge of local wisdom values, exemplary, providing motivation, habituation and enforcement of rules. In teaching and learning process, media play an important role to implement the aims of the learning itself. Generally, there are three kinds of media that can be used in teaching and learning process, namely visual, auditory, and audio visual. Hence, using media in the teaching and learning process can facilitate the educators in delivering the material to the students. Besides, using media in teaching process can stimulate the students' attention and interest in understanding the learning material easily. The purpose of using learning media in learning process is not only to complete the learning process and to attract the attention of students, but it aims to facilitate the teaching and learning process so that it can improve the quality of teaching and learning (Rahayu & Widiastuti, 2020). In realizing this goal, this research was carried out with the aim of designing, creating and implementing local wisdom-based character education learning media using flipbook-assisted digital literacy media in online learning.

Flipbook is a digital presentation of books that can be opened per page with flips that can be opened and closed and arranged to look as attractive as possible and can be shared with colleagues via sharing the flipbook link. Distributing material digitally is a very practical and economical learning medium. In practice, online learning through flipbook-assisted digital literacy media depends on network stability, the spec of hardware devices, signal strength, and the selection and use of applications or digital platforms that suit your needs. Several digital platforms that can be used in online learning include Google Classroom, Google Meet, Youtube, Whatsapp, Edmodo, and others (Kim, 2020).

Applications that can be used in compiling flipbooks are flip.html pages, Anyflipbook, and so on. This media can be equipped with videos, animations or displays as attractive as possible with content or learning materials in accordance with the learning to be presented. This Flipbook media can stimulate students' attention, feelings and views that they can read books digitally wherever they are and can be opened in various software media such as computers, cellphones, WhatsApp and in presenting presentations through several digital platforms. The uniqueness of this flipbook-assisted digital literacy media is that the media can be opened anywhere and does not fill up the cellphone's memory storage. Flipbooks are designed in a flip-flip manner so as not to make the reader bored in studying the material contained in the media, although there is a weakness that in places where the internet is not available it cannot be opened but this obstacle can be minimized with the availability of the internet which is currently increasing and easy to access could.

Based on the background of the problems above, we conducted research with the aim of being able to design, create and implement local wisdom-based character education learning media using flipbook-assisted digital literacy media in online learning.

2. Literature Review

2.1. Character Education based on Local Wisdom

Character is a person's character, character, morals, or personality which is formed from the results of internalizing various virtues (virtues) that are believed and used as the basis for perspectives, thinking, behaving, and acting (Kohlberg, 1964). The definition of character according to Lickona (Kamaruddin, 2012) contains three main elements, namely knowing the good (knowing the good), wanting the good (desiring the good), and doing good (acting the good). The definition of character above shows that character is something that is known, desired and done due to the internalization of various virtues.

Local wisdom is a view of life and knowledge as well as various life strategies that can be carried out by local people in solving various problems in meeting their needs. Fulfilling the needs of local communities includes all elements of religious life, science, economy, technology, social organization, language and communication as well as the arts. Local wisdom is local elements that must be maintained, implemented and preserved by the local community. Character education based on local wisdom is value education, character education, moral education, and character education which aims to develop students' ability to make good and bad decisions, maintain what is good according to the views of life, science, strategies that apply in the local community and realize goodness in everyday life with all my heart. Local elements that need to be known and implemented include religious life, science, economics, technology, social organization, language and communication and the arts.

2.2. Digital Literacy

The development of technology influences all aspects in human life, including the education system. Humans are required to follow and adapt to these developments so that the term digital literacy appears. Literacy comes from the word "literacy" which means a term regarding ability in current partner problems in dealing with online learning. Many students are left behind in learning, not a few students at home are confused about studying subject matter in depth if the teacher does not facilitate these students with learning appropriate media and adequate teaching materials. In overcoming the problems of these partners so that they carry out community service which is carried out in an

educational institution, by carrying out online learning using digital literacy media assisted by flipbooks in solving problems that occur in partners at school.

Learning by using digital literacy is learning applying media as a means of internet-assisted technology devices. The scope of this learning is the scope of learning development carried out through literacy in various scopes other than students studying at school. The development of this learning includes communicating with teachers and friends through social media, sending assignments via e-mail and whatsapp, or online learning through applications or the web, searching for sources of learning materials in digital libraries and electronic books. Digital media literacy competence remains high if you continue to provide knowledge or guidance regarding digital media literacy on the internet (Valdmane et al., 2020). In the context of digital literacy, everyone is required to have the ability for strategies in communication including accessing, analyzing, creating, reflecting, and acting using a variety of digital devices, (Dewi & Fatkhiyani, 2021). Teachers play a very large role in the continuity of ICT-based learning if supported by the existence of supporting facilities and infrastructure by increasing ICT-based learning media in schools (Wheeler, 2001).

Digital literacy competencies consist of using, understanding, accessing, managing, gathering, and evaluating information from information and communication technology based (ICT-based) sources (TIK) (Siero, 2017). Nevertheless, some considerations should be taken to foster students' digital literacy. The teachers are supposed to make an assessment to identify their own and their students' digital literacy skills and goals. Besides, the instructions and teaching media must be of interest to the student. Because some students are not quite interested in technology. In this context, digital literacy is more than just being able to use technology; it similarly includes the ability to find information. As it is argued by Hague & Payton (2010), digital literacy can be defined as the ability to access, share, create, collaborate and communicate effectively by applying digital media.

In this 21st Century, there are four main skill needed including communication abilities, collaboration, critical and creative thinking, as well as problem-solving, are the demands of students. Thus, classroom learning using digital literacy methods will create an e-skills character and improve the ability to compete at the international level (Khasanah & Herina, 2019). However, the sustainability of this digital facility will encounter several advantages and obstacles. This is certainly something that needs to be considered in its use. These considerations are time capacity and limits according to reasonable limits. For example, nowadays it is not only adults who use digital media, but also teenagers and children. One of the digital media that can be used in teaching is flip book. The idea of the flipbook was originally used to display animation only, and now it is adopted by many vendors for various types of digital applications, such as magazines, books, comics, and others. Digital book display design that is now in great demand by the public, which are digital books with a three-dimensional e-book technology known as flipbooks, this page can be opened like reading a book on a monitor. Flipbook is a classic animation created by a piece of paper, such as a thick book, and each paper aimed at describing something that seems to make things move as the process is opened (Godwin-Jones, 2011).

The presence of digital flipbooks occurs because they cannot be separated from technological and information advancements through the features contain**.** Flipbooks are different from textbooks or regular books. Textbooks have weaknesses in appearance, manufacturing processes, and their use. Ordinary books or printed books are easily damaged and torn, and their use in learning is less interesting, whereas flipbooks are in the form of interactive electronic formats by combining elements of text, pictures, videos so that the learning process can be attractive for students. Flipbook helps someone or students make words and images more positive in their mind. It is very effective for gaining knowledge and making the learning process easier (Jain, 2017). It provides in depth knowledge of the topic interestingly and effectively for people or students. A digital flipbook or flipbook maker can integrate sound shows, graphics, images, animations, and movies so that the information presented is richer compared to popular books (Triwahyuningtyas, 2020). Some other advantages are, it can import files with various options: import pdf files to turn them into flip pages, import images (JPG, BMP, Jpeg, Png, Gif), import movies and videos (Swf, Flv, F4v, Mp4), add background music to the flipbook.

3. Research Method

This study applied qualitative research. The research subjects involved the students of class VII-D SMPN 1 Arjasari with 30 students. The activity was carried out for 4 months starting from 1 July 2022 to 4 November 2022. The research method was carried out in three important stages, namely the initial stage, the core stage and the final stage. The initial stages were conducting a location survey, applying for permission, conducting a need analysis in learning, compiling material according to the theme, designing digital literacy concepts. The core stage is in the form of activities for making digital literacy media--flipbooks, implementing learning media via Whatsapp, and discussing field findings. The final stage is evaluating the implementation of learning, observing the results of preparing learning tools, doing the interviews, distributing questionnaires to students on the satisfaction of using digital literacy media assisted by flipbooks in online learning, preparing reports, compiling the documentation and compiling activity and output reports. The purpose of this research is to produce character education based on local wisdom with flipbook-assisted digital literacy media during online learning.

4. Results and Discussion

The implementation of this research was carried out in three stages described as follows:

4.1. Initial stage

The initial stage is planning research activities starting with a site survey and carrying out the licensing process, analyzing teaching needs and making teaching materials.

4.2. Core Stage

The core stage is the creation of learning tools about local wisdom-based character education. The character education program begins with providing knowledge of local wisdom values, exemplary, providing motivation, habituation and enforcement of rules.

The values of local wisdom presented in this character education learning material are as follows:

1. Religious values, including values originating from belief in the one and only God so that they are useful as a guide in carrying out life and knowing which rules are good and which are bad and an attitude of obedience to the religious teachings adhered to by each human being in daily life -day.
2. Aesthetic values include the value of beauty in which humans live socially.
3. The value of gotong royong includes the value of togetherness that grows in social life, helping one another without expecting anything in return.

Exemplary values in character education are as follows:

1. Cooperate with each other
2. Not looking at the difference
3. More concerned with the public interest than personal interests.

Giving motivation and enforcing rules in character education is: the behavior of a teacher towards students to always provide motivation and enforce rules according to the rules or rules that apply.

From the above character values are compiled into learning material in the form of interesting and fun videos or conversations presented in a flipbook literacy media where in the media there is learning material about character education and implementation or real examples in everyday life that can be displayed in the form of a learning video in the digital book.

4.3. Final Stage

Evaluating student responses to analyze the level of student satisfaction with character education based on local wisdom through digital literacy media assisted by Flipbooks in Online Learning. From the result, it shows that 98% (29) of the students liked and enjoyed using flipbook-assisted digital literacy media and 3% (1) of them did not like the media. The evaluation results are presented in the following figure:
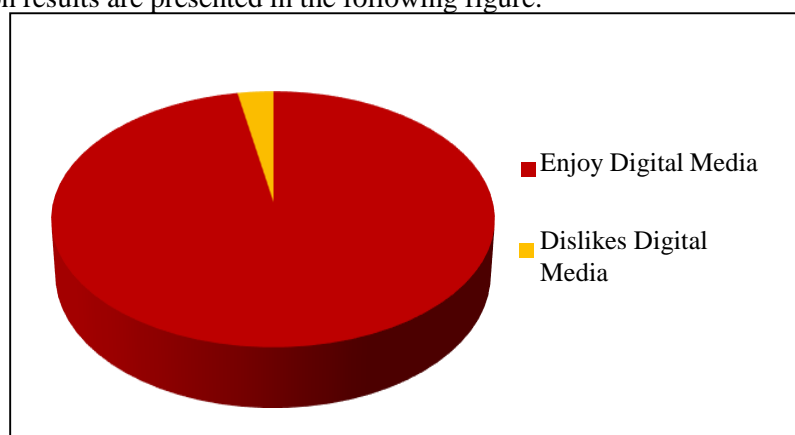
Figure 1: Diagram of Student Responses to the Use of Flipbook

The media are arranged in books that are presented in flipbooks or digital books that can be opened and designed to be as attractive as possible so that they can satisfy students in every online lesson. The results of evaluating student responses to the presentation of material on digital literacy media assisted by flipbooks are presented in the following figure.
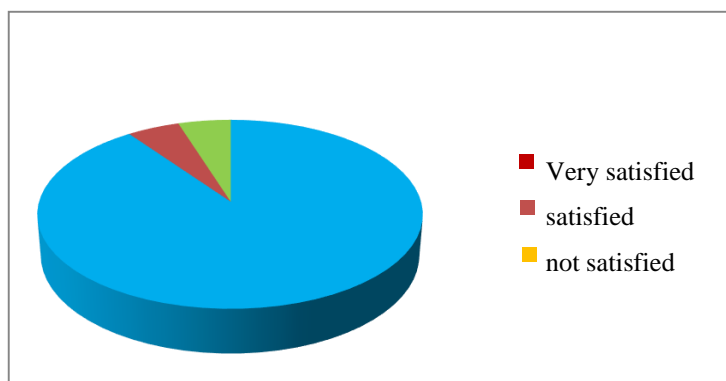
Figure 2: Student Responses to Presentation of Material in
Digital Literacy Media the Use of Flipbook

Student responses to the presentation of material on flipbook-assisted digital literacy media obtained results in 27 (90%) of the students were very satisfied, 1 (5%) students were satisfied and 1 (5%) student were dissatisfied. Based on the interview, one of the reason why the student dissatisfied is that it was quite complicated and hard to use it.

5. Conclussion

Developing digital literacy media assisted by flipbooks by prioritizing local wisdom as a basis for learning both cognitively, affectively and pricomotorically can instill strong character in developing character education that is globally competitive. The characters that arise from this learning process are curiosity, high motivation, obedient, discipline and care the local culture of the region.

Acknowledgments

References

Dewi, R. A. K., & Fatkhiyani, K. (2021). Blended Learning: Can It Be a Solution to Improve Digital Literacy and HOTS for PGSD Students in a Pandemic Situation?. *International Journal of Elementary Education*, *5*(4), 601-611.

Edge, J. (1993). Essentials of English Language Teaching. Longman: New York.

Godwin-Jones, R. (2011). Autonomous language learning. *Language Learning & Technology*, *15*(3), 4-11.

Hague, C., & Payton, S. (2010). Digital Literacy in Practice (Case Studies of Primary and Secondary Classroom). *UK: Futurelab Retrieved from www. futurelab. org. uk*.

Jain, S. (2017). Development and Field-Testing of A Flipbook on ' Vegetables in Diet ' for Rural Women. Journal of Community Mobilization and Sustainable Development, Vol. 12(1)(January-June), 136–140.

Kamaruddin, S. A. (2012). Character education and students social behavior. *Journal of Education and Learning (EduLearn)*, *6*(4), 223-230.

Kim, J. (2020). Learning and teaching online during Covid-19: Experiences of student teachers in an early childhood education practicum. *International Journal of Early Childhood*, *52*(2), 145-158.

Kohlberg, L. (1964). Development of moral character and moral ideology. *Review of child development research*, *1*, 383-431.

Rahayu, N. S., & Sandi, D. H. (2018). Improving the Students Ability to Write Descriptive Paragraph Through Picture. *ELang/ An English Language Education Journal*, *3*(2), 1-7.

Rahayu, N. S., & Widiastuti, R. (2020). Improving Students'speaking Skill Through Video Clips. *ELang/ An English Language Education Journal*, *5*(2), 37-45.

Siero, N. B. (2017). *Guidelines for supporting teachers in teaching digital literacy* (Master's thesis, University of Twente).

Triwahyuningtyas, D., Ningtyas, A. S., & Rahayu, S. (2020). The problem-based learning e-module of planes using Kvisoft Flipbook Maker for elementary school students. *Jurnal Prima Edukasia*, *8*(2), 199-208.

Valdmane, L., Zariņa, S., Badjanova, J., Iliško, D., & Petrova, M. (2020). Empowering digital and media literacy of primary school teachers in Latvia. In *EDULEARN20 Proceedings* (pp. 4022-4029). IATED.

Wheeler, S. (2001). Information and communication technologies and the changing role of the teacher. *Journal of Educational Media*, *26*(1), 7-17.