Exploring the Potential of Integrating Local Wisdom into the Development of Pocket Book Learning Media: A Systematic Literature Review

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Abstract. The incorporation of local knowledge into pocket book learning media provides for a multidimensional strategy for enhancing academic integrity. To create a learning atmosphere that prioritizes both academic excellence and ethical conduct, this incorporation mixes contemporary educational techniques with traditional cultural views. This paper aims to systematically review and synthesize literature on the creation of pocket book learning media based on local knowledge, with a focus on its potential to enhance academic integrity. To investigate the research topic, a systematic literature review was conducted using the preferred reporting items for systematic reviews and meta-analyses (PRISMA) methodology to address three main research objectives. The quality of studies reviewed between 2013 and 2023 was analyzed using the Mixed Methods Appraisal Tool (MMAT). Three (3) articles were rated as average, eleven (11) articles as above-average quality, and the remaining six (6) were rated high quality. The central discovery of the research highlights a shared foundation between local wisdom and academic integrity, which are moral and social ethics, honesty, trust, and respect, forming a basis upon which pocket book learning media can be crafted.

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By infusing the principles of local wisdom into pocket book learning resources, the potential to enhance academic integrity arises due to this common ground. The study has further established a versatile framework that, in conjunction with various research models, can guide the creation of learning materials rooted in local wisdom, thereby fostering and promoting academic integrity.

**Keywords:** academic integrity; local wisdom; pocket book learning media; PRISMA; systematic literature review

1. Introduction

Two of the seventeen Sustainable Development Goals (SDGs) for 2030 outlined by the United Nations feature implicit directives for higher education institutions to adopt inclusive and culturally responsive approaches. The first of these objectives seeks to guarantee that everyone, regardless of gender, age, race, or ethnicity, has access to high-quality education. The second objective aims to foster intercultural understanding, tolerance, and respect among people as well as a sense of global citizenship and group responsibility (Bygrave & Aşık, 2019). Maintaining academic integrity is a problem that affects all educational institutions, as transgressions of academic ethics frequently result in problems. These transgressions include cases of cheating, plagiarism, credential fraud, and improper behavior in relation to policy changes (Denisova-Schmidt, 2016). The survey carried out by Dr Donald McCabe in association with the International Center for Academic Integrity (ICAI) stands out as the most thorough in relation to identifying cheating habits. The poll, which was conducted over a 12-year period (2002–2015) in 24 American high schools, involved over 70,000 participants, including graduate and undergraduate students. The results of this study are astounding, with a startling 95% of respondents admitting to plagiarizing as well as cheating on tests and homework (Unicheck, 2019). The global progress of academic integrity is greatly aided by education. It is essential to develop a deeper understanding of academic integrity and to carry out effective educational activities targeted at regulating and discouraging academic misconduct (Anayat, 2019).

The act of learning involves the dynamic interplay between students and educational materials (Balasubramanian et al., 2014; Kamelia, 2019; Yusuf et al., 2022). An effective learning process can be defined as one that empowers students to achieve greater independence in their learning journey, enabling them to construct knowledge through active engagement (Adewale & Potokri, 2023; Awaludin et al., 2020; Putranta & Supahar, 2019). The teaching and learning process involves reciprocal knowledge exchange between teachers and students. However, challenges in understanding instructional material can arise due to the verbal nature of learning, leading to reduced engagement. Educators must grasp the learning process to guide students effectively and create a conducive environment. There is need for innovative approaches to enhance student motivation, foster critical thinking, and develop values. An example of such approach is pocket book media (Harun et al., 2021; Shuhratovich, 2020).
Print media is one of the many forms of learning-related media currently being developed. Materials created on paper for instruction and information are considered print media. It serves as an alternative to textbooks (Karmintoro et al., 2021). For both teachers and students, textbooks continue to be the main source of knowledge during the learning process. These textbooks can be transformed into pocket-sized textbooks, or simply called pocket books. Small books called pocket books can fit in pockets and are convenient for carrying around (Samala et al., 2021). Pocket books have images that complement the fabric and color to create a pleasing appearance. Students enjoy readings that are interesting but without many details, pictures, or colors (Dita et al., 2021; Kaniawati et al., 2021). A pocket book is a compact book containing easily portable information, available in both physical and digital formats. Digital pocket book learning materials offer several benefits, including facilitated learning, on-the-go accessibility, durability, and space efficiency. These advantages are particularly prominent in the digital realm (Anita et al., 2021), which validates the strengths of this digital pocket book medium.

Local wisdom refers to the diversity of the local area and includes local beliefs on policies or ways of living. It serves the purpose of molding people into wiser, more experienced individuals. Local knowledge is defined as local concepts that are well-considered, wise, valuable, ingrained, and followed by the people in a culture. Local knowledge is a component of culture. It is a profoundly ingrained component of human life and society that is connected to human resources, sources of culture, economics, security, and laws. Local wisdom is a body of information, a way of thinking, an understanding, and customs specific to a given group of people or culture. It includes all the accumulated and passed-down local information, practices, beliefs, and abilities that are considered to be part of the local culture. To promote national education goals, it is essential to include local expertise into teaching and learning activities (Irwan et al., 2020).

Educational resources rooted in local wisdom were created to address the challenges faced within schools. Specifically, this initiative aims to tackle the insufficiency of teaching materials aligned with the local environment (Alba et al., 2019; Tinja et al., 2017). Incorporating cultural elements into the educational process will benefit students as well as the survival of culture as a whole. Utilizing educational tools based on indigenous knowledge is an intentional effort to sustain cultural norms (Hest et al., 2021). Teaching resources based on local wisdom have the potential to improve educational outcomes. This is due to the notion that more appealing materials encourage more student involvement in the learning process (Faisal & Sulkipani, 2016). According to several studies on the development of teaching materials, materials based on local knowledge or content can increase participants’ eagerness to learn at both the primary and higher education levels (Hutama, 2016; Kormasela et al., 2020). The creation of teaching materials using local scripts can enhance students’ language proficiency, writing abilities, and motivation to engage in active learning (Lestariningsih & Suardiman, 2017). Therefore, it can be claimed that creating instructional materials based on traditional knowledge will enhance student learning.

http://ijlter.org/index.php/ijlter
Integrity is defined as the quality of being honest and having strong morality (Ramdani, 2018). The concept refers to the extent to which individuals think and act honestly and have strong morality. Academic integrity has evolved significantly since the inception of the concept in the 1800s, when it was typically viewed as a moral code of conduct that all members of academia were supposed to uphold (Gallant, 2008). Throughout its evolution, the commitment to academic integrity has not been upheld consistently in numerous educational institutions worldwide. A range of transgressions, collectively falling within the realm of academic integrity, including dishonesty, misconduct, and fraud, has been and continue to be documented across all tiers of academia and broader society. In the contemporary context, even the most extensively examined of these transgressions, namely plagiarism—defined as the act or habit of appropriating the work, ideas, etc. of another person and presenting them as one’s own—remains a subject of concern. Furthermore, there are those who posit that a notion such as plagiarism might require re-evaluation and adjustment to encompass cross-cultural variations (Click, 2012). Academic integrity is a major concern on a global scale and is essential to both academia and society at large. According to research, maintaining academic integrity involves more than just adhering to rules and regulations. It cannot be handled in a vacuum and must be incorporated into all debates (Ahmed, 2020).

The creation of pocket book learning material based on local knowledge is a proactive move towards fostering an academic-integrity culture that is consistent with the values of the community at large. The credibility of knowledge production and distribution is ensured by academic integrity, a key tenet of the educational system. Plagiarism and other forms of misconduct in the classroom, however, continue to put the credibility of educational institutions in every country at risk (Bretag, 2013; Perkins et al., 2020). Innovative approaches that align with the values and beliefs of the local community are needed to address these difficulties (Blau et al., 2021; Christensen & Eaton, 2022). Few scholarly investigations have been conducted with a dedicated emphasis on the formulation of pocket book learning media grounded on local wisdom to improve academic integrity (Parhan & Dwiputra, 2023). As a result, the present research introduces an innovative dimension to the scope and structure of incorporating local wisdom within pocket book learning media, aimed at enhancing academic integrity. This study assumes the role of a valuable repository of insights for stakeholders engaged in the conception and execution of character education programs characterized by excellence. Anticipated outcomes of such inquiries are poised to yield enhancements not solely within the cognitive dimensions of educational provision, but also in the preservation of indigenous knowledge and the fortification of students’ moral attributes.

The recognition of the aforementioned gap in existing research prompted the formulation of three research questions:

1. What is the impact of local wisdom on academic integrity?
2. What is the impact of local-wisdom integration into pocket book media?
3. How is academic integrity enhanced through the synergy of local wisdom and pocket book media?

2. Methodology
The aim of this systematic literature review was to systematically locate, collect, assess, and combine existing research relevant to pocket book learning media, local wisdom, and academic integrity (Parhan & Dwiputra 2023). Adherence to the preferred reporting items for systematic reviews and meta-analyses (PRISMA) 2020 recommendations was upheld to meticulously carry out this research (Page et al., 2021). Reviewing the current literature allowed the understanding of the breadth and depth of existing articles as well as identifying potential gaps to be explored. This was done by summarizing, analyzing, and synthesizing literature related to the research topic (Xiao & Watson, 2019). The phases utilized in selecting the reviewed articles are discussed below.

2.1 Identification
The process of identification is utilized to increase the importance of the keywords that are utilized in the search. This is important since the identification process increases the possibility of yielding more articles that are pertinent to the review (Shafiril et. al., 2021). The well-known databases Google Scholar and Scopus were employed for this systematic review. We broadened our selection of keywords and formulated an extensive search query through the utilization of Boolean operators, truncation, wildcard entries, and phrase searches across the two primary databases, namely Scopus and Google Scholar. The choice of these databases was grounded in their extensive collections and robust search functionalities, as highlighted in prior studies (Gusenbauer & Haddaway, 2020).

Scopus offers both basic and advanced search options, empowering users to narrow down results by factors such as document type, date, subject, author, and recent publications, all while employing Boolean operators. In parallel, Google Scholar enhanced our research by applying Boolean operators AND and OR in conjunction with keywords such as “pocket book media”, “portable book media”, “local wisdom”, “local knowledge”, “indigenous knowledge”, “academic integrity”, “academic honesty”, and “character education” to supplement article references. Additionally, our approach included a manual Google search, following the methodology outlined by Jensenius et al. (2018). Google Scholar was chosen for its user-friendly interface, accessibility, consistent search evaluation, and rapid delivery of results. The main keywords used to search for articles are presented in Table 1.

Table 1: Keywords used for this study

<table>
<thead>
<tr>
<th>Google Scholar</th>
<th>Scopus</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE (“Pocket Book Media” AND “academic integrity”), (“Pocket Book Media” AND “local wisdom”), (“Local wisdom” AND “Academic Integrity”)</td>
<td>TITLE-ABS-KEY (“Pocket Book Media” AND “Academic integrity” OR “Academic Honesty”), (“Pocket Media” AND “Local Wisdom” OR “Local Knowledge”)</td>
</tr>
</tbody>
</table>

http://ijlter.org/index.php/ijlter
2.2 Screening
Using the particular keywords shown above, 85 articles were identified in this study using Scopus and Google Scholar. At this point, all the articles downloaded from the database were screened to identify and eliminate any papers that were undesired. Eight articles that were duplicate were eliminated at this stage. Furthermore, 18 articles that have different titles were also eliminated. This left 59 papers that advanced to the next stage.

2.3 Eligibility
The objective of this phase was to make sure that all the journal articles that had passed the initial screening stage complied with the requirements. At this step, the journal articles’ titles and abstracts were examined to see if they still qualified for review. In this phase, only articles that satisfied all requirements were selected to be included in the review. Books, book series, book chapters, conference proceedings, non-English-language articles, and those published before 2012 were eliminated. Journal articles published after 2013 were also included in order to obtain correct and pertinent materials. Table 2 presents the inclusion and exclusion criteria used in the screening process.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Eligibility/inclusion</th>
<th>Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of literature</td>
<td>Research articles</td>
<td>Chapter in a book, books, conference proceedings</td>
</tr>
<tr>
<td>Language choice</td>
<td>English language</td>
<td>Non-English languages</td>
</tr>
<tr>
<td>Time range</td>
<td>2013–2023</td>
<td>2012 and earlier</td>
</tr>
<tr>
<td>Country</td>
<td>Global</td>
<td>-</td>
</tr>
</tbody>
</table>

2.4 Data Extraction
To completely evaluate numerous research studies using multiple methodologies, we performed an integrative review in this study. We carefully reviewed the titles, abstracts, findings, arguments, and conclusions of 20 articles that were selected for the review. Using thematic analysis, we categorized the results of our analysis according to the author/s, methodology, author country of affiliation, journal, and research approach. This method finds trends by identifying patterns in results. We concentrated on creating categories from the articles, identifying topics such as pocket book media, local wisdom, and academic integrity.

2.5 Quality Assessment Appraisal
The Mixed Methods Appraisal Tool (MMAT) was used to assess the selected articles. The quality of the papers that were chosen was evaluated as part of this systematic review (Pluye & Hong, 2014). The accuracy of the statistical analyses carried out to achieve the research objective was evaluated based on a number of aspects, including the clarity of the research questions, the confidence in evaluating these questions, the sampling strategies, the methods utilized for data collection, and the suitability of the statistical analyses used (Renzi et al., 2015). The criteria listed in the MMAT guidelines were used to evaluate the quality of the articles. The ratings for the quality of articles were assigned as follows: 25%
for lower quality, 50% for medium quality, 75% for above-average quality, and 100% for high quality. Mixed techniques were examined qualitatively for the analysis. According to the assessment of the evaluator, Three (3) articles were rated as average, eleven (11) articles as above-average quality, and the remaining six (6) were rated high quality. Six of the articles were high-quality articles. Figure 1 illustrates the PRISMA flowchart depicting the articles that underwent review.

Figure 1: PRISMA flow diagram
3. Results
3.1 Research Attributes
The data extracted from the analyzed articles are presented clearly in Table 3.

Table 3: Data collection table

<table>
<thead>
<tr>
<th>S/N</th>
<th>Author/s</th>
<th>Methodology employed</th>
<th>Author country of affiliation</th>
<th>Journal</th>
<th>Research model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Eliezanatalie and Deta (2023)</td>
<td>Qualitative</td>
<td>Indonesia</td>
<td>International Journal of Research and Community Empowerment</td>
<td>The research used a qualitative descriptive research method, namely by conducting a needs analysis</td>
</tr>
<tr>
<td>2</td>
<td>Gularso et al. (2023)</td>
<td>Quantitative</td>
<td>Indonesia</td>
<td>Pegem Journal of Education and Instruction</td>
<td>This research includes research and development (R &amp; D) research by adopting the ADDIE research method</td>
</tr>
<tr>
<td>3</td>
<td>Parhan and Dwiputra (2023)</td>
<td>Qualitative</td>
<td>Indonesia</td>
<td>Journal of Innovation in Educational and Cultural Research</td>
<td>Systematic literature review</td>
</tr>
<tr>
<td>4</td>
<td>Qurrota’aini and Sukirno (2013)</td>
<td>Quantitative</td>
<td>Indonesia</td>
<td>Jurnal Pendidikan Akuntansi Indonesia Biosfer: Jurnal Ilmiah Pendidikan Biologi</td>
<td>R&amp;D</td>
</tr>
<tr>
<td>5</td>
<td>Zukmadini et al. (2020)</td>
<td>Quantitative</td>
<td>Indonesia</td>
<td>R &amp; D</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Raibowo et al. (2023)</td>
<td>Qualitative</td>
<td>Indonesia</td>
<td>R &amp; D</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Laila et al. (2021)</td>
<td>Quantitative</td>
<td>Indonesia</td>
<td>Quasi-experimental method</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ariyanto et al. (2022)</td>
<td>Mixed</td>
<td>Indonesia</td>
<td>R &amp; D</td>
<td></td>
</tr>
<tr>
<td>S/N</td>
<td>Author/s</td>
<td>Methodology employed</td>
<td>Author country of affiliation</td>
<td>Journal and Humanities and Social Sciences</td>
<td>Research model</td>
</tr>
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<td>------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Chaer et al. (2021)</td>
<td>Qualitative</td>
<td>Indonesia</td>
<td>JIE (Journal of Islamic Education)</td>
<td>Literature review</td>
</tr>
<tr>
<td>10</td>
<td>Yusuf (2023)</td>
<td>Qualitative</td>
<td>Indonesia</td>
<td>International Journal of Educational Methodology</td>
<td>Meta-analysis</td>
</tr>
<tr>
<td>11</td>
<td>Dewi and Ramadan (2021)</td>
<td>Qualitative</td>
<td>Indonesia</td>
<td>Journal of Education Technology</td>
<td>R &amp; D</td>
</tr>
<tr>
<td>12</td>
<td>Suud et al. (2022)</td>
<td>Mixed</td>
<td>Indonesia</td>
<td>Journal of Pharmaceutical Negative Results</td>
<td>No specific research approach</td>
</tr>
<tr>
<td>13</td>
<td>Lyesmaya et al. (2020)</td>
<td>Qualitative</td>
<td>Indonesia</td>
<td>Journal of Physics: Conference Series</td>
<td>R &amp; D</td>
</tr>
<tr>
<td>14</td>
<td>Thalhah (2020)</td>
<td>Qualitative</td>
<td>Indonesia</td>
<td>International Journal of Scientific Engineering and Research (IJSE)</td>
<td>R &amp; D (ADDIE)</td>
</tr>
<tr>
<td>15</td>
<td>Rustan Effendi (2020)</td>
<td>Qualitative</td>
<td>Indonesia</td>
<td>Malaysian Online Journal of Educational Management (MOJEM)</td>
<td>Case study</td>
</tr>
<tr>
<td>16</td>
<td>Hidayati et al. (2020)</td>
<td>Qualitative</td>
<td>Indonesia</td>
<td>International Journal of Instruction</td>
<td>R &amp; D</td>
</tr>
<tr>
<td>17</td>
<td>Raman &amp; Ramlogan (2020)</td>
<td>Qualitative</td>
<td>Trinad &amp; Tobago</td>
<td>International Journal for Educational Integrity</td>
<td>Routine interaction with students</td>
</tr>
<tr>
<td>19</td>
<td>Macfarlane et al. (2014)</td>
<td>Qualitative</td>
<td>Hong Kong &amp; China</td>
<td>Studies in Higher Education</td>
<td>Literature review</td>
</tr>
<tr>
<td>20</td>
<td>Bretag et al. (2019)</td>
<td>Qualitative</td>
<td>Australia</td>
<td>Studies in Higher Education</td>
<td>Literature review</td>
</tr>
</tbody>
</table>

The tabulated information distinctly illustrates that in relation to the authors’ affiliations, a predominant $80.95\%$ of the examined articles were authored by...
individuals affiliated with institutions in Indonesia. This observation underscores the significance of studies pertaining to pocket book media and local wisdom within the Indonesian research community, thereby highlighting the concurrent emphasis on academic integrity and honesty.

3.2 Research Methodology
Figure 2 depicts the research methodology employed in the examined articles. Among the articles, 70% (14) employed a qualitative research method, 20% (4) utilized a quantitative research method, and 10% (2) adopted a mixed-methods research strategy.

![Figure 2: Research methodology employed in the examined articles](image)

3.3 Research Model
Table 4 presents the diverse research models utilized in the examined articles in the context of crafting pocket book learning materials.

<table>
<thead>
<tr>
<th>Research model</th>
<th>Number of articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and design</td>
<td>7</td>
</tr>
<tr>
<td>Analysis, design, development, implementation, and evaluation (ADDIE)</td>
<td>2</td>
</tr>
<tr>
<td>Needs analysis</td>
<td>2</td>
</tr>
<tr>
<td>Literature review</td>
<td>4</td>
</tr>
<tr>
<td>Meta-analysis</td>
<td>1</td>
</tr>
<tr>
<td>Routine interaction</td>
<td>1</td>
</tr>
<tr>
<td>Case study</td>
<td>1</td>
</tr>
<tr>
<td>Quasi-experimental method</td>
<td>1</td>
</tr>
</tbody>
</table>

A notably prevalent research approach in the selected articles is the research and design model. In this model, the research and development process serves to
generate innovative products or refine existing ones, thereby facilitating traceable accountability, as articulated by Qurrota’aini and Sukirno (2013).

Furthermore, three of the analyzed research articles adopted the ADDIE approach, a widely recognized instructional design methodology within educational research. This approach guides the planning and execution of investigations through five key phases, namely analysis, design, development, implementation, and evaluation, as outlined by Zahra et al. (2023).

The assessed articles also encompass a range of alternative research models. These include needs analysis, systematic literature review, meta-analysis, routine interaction, and case study methodologies. These models collectively contribute to a comprehensive understanding of the subject matter: the development of pocket book learning media rooted in local wisdom to enhance academic integrity.

### 3.4 Publication by Year

Figure 3 illustrates the distribution of the examined articles according to year of publication. While the topics of pedagogical resources in the form of pocket books, utilization of local knowledge, and the upholding of academic integrity have constituted longstanding concerns, their recent prominence is discernible from the graphical representation in Figure 3. Notably, the years 2023 and 2020 exhibit the most substantial volumes of articles (n = 4 each). The year 2021 follows closely with a total of three publications, whereas 2022 features two publications. Furthermore, it is noteworthy that 2013, 2014, 2017, and 2019 each register a single publication.

![Figure 3: Publication of selected articles by year](http://ijlter.org/index.php/ijlter)
4. Discussion

4.1 The Impact of Local Wisdom on Academic Integrity

The impact of local knowledge on academic integrity has far-reaching effects in educational situations. Local wisdom can have a significant impact on the development of academic integrity among students since it is frequently ingrained in traditional values, cultural norms, and indigenous knowledge systems. This assertion can be supported by Suud et al. (2022), who looked at students in Indonesia’s Aceh region. They concluded that Aceh’s local culture has a big impact on students’ honesty and offers valuable insights for promoting academic integrity. Honesty, which has its roots in religious values, influences both personal behavior and academic ethics. In addition to reflecting national-character goals, academic environments promote responsible citizens. Additionally, attributes such as responsibility, discipline, and diligence that are linked to honesty directly promote academic integrity. By inspiring students to pursue their studies honestly and uphold the principles of fairness and integrity, incorporating Aceh’s cultural values into the classroom can effectively promote moral behavior.

Furthermore, Lyesmaya et al. (2020) claimed that adding local wisdom to value-based learning models can have a big impact on academic integrity. Through peer and teacher discussion, these models build a good learning atmosphere, develop learner responsibility through moral behavior, and improve literacy learning possibilities. These models promote moral behavior and a sense of belonging by helping students connect to their cultural identities. In the end, including such models encourages a comprehensive strategy for upholding academic integrity by focusing on positive classroom dynamics, individual accountability, and sincere interest in learning. Local knowledge may serve as the foundation for character education that encourages academic honesty. For instance, a study by Hidayati et al. (2020) indicated that by incorporating culturally specific beliefs and behaviors, character education might be taught in higher education based on local wisdom. With the aid of this strategy, students can better comprehend the significance of academic honesty within the framework of their own culture and community.

A strong framework for fostering academic integrity is produced by combining local knowledge with character education. Teachers can encourage students to uphold moral conduct in their academic endeavors by teaching them cultural values and virtues. This fosters a feeling of identity, responsibility, and respect within the learning community. This aligns with the findings of Parhan and Dwiputra (2023) that character education that is grounded in local wisdom helps people develop culturally ingrained values, which increases its efficacy and promotes academic integrity. This method encourages contextual learning, a wide range of real-world applications, and thorough integration outside of the classroom. Because of this, Indonesian youth acquire culturally appropriate values, which improve academic integrity in their environment. Moreover, Chaer et al. (2021) argued that character education is a vital aspect of a nation’s education which can be intricately linked to academic integrity. It calls for comprehensive development within a cultural context, involving government, communities,
schools, and parents. A collective effort is needed to instill cultural values and ethics, fostering unity in education.

Continuing the discussion on character education, an inseparable component of upholding academic integrity, Yusuf (2023) reached the conclusion that incorporating culturally pertinent learning resources influences the character development of Indonesian students. This, in turn, cultivates a dedication to maintaining academic honesty. Finally, Dewi and Ramadan (2021) highlighted that local-wisdom-based curriculum materials developed in Riau province is very doable in terms of language, content, and design. The solid information, comprehensible language, and appealing layout of these resources successfully increase students’ knowledge. They are advised as effective resources for fostering student learning while upholding academic integrity.

4.2 Impact of Local-Wisdom Integration on Pocket Book Learning Media

Local knowledge infused into pocket book media can enrich the material and make it more approachable to learners and relevant to their culture. Because they can relate the ideas to their own experiences and traditions, students are more engaged and have a deeper knowledge of the material. Learning results are improved when local knowledge is incorporated into pocket book media. By adding context, aligning with scientific learning, and utilizing local resources, the infusion makes the material more relatable and improves comprehension. As a result, this strategy enhances academic success and learning opportunities (Eliezanatalie & Deta, 2023). Research by Gularso et al. (2023) on the feasibility of the use of local-wisdom-based pocket book media has found that it is practical and efficient for students to use a pocket book based on local knowledge as a companion book for the thematic books that the Indonesian Government has created. Their study further showed that pocket books based on local knowledge are deemed viable due to their validation by media experts, who gave it an 86% rating in the very-good category, and by teaching-materials experts, who gave it an 84% rating under good criteria. Additionally, the student reaction of 89% and the teacher’s assessment/response of 85% both fall into the very-good category. The conclusions reached are in line with those of Zukmadini et al. (2020), who found that the pocket book media they created, grounded in local context, led to a noticeable improvement in students’ tested knowledge.

Data from the study of Thalhah (2020) confirm that the local-knowledge-infused pocket book learning media holds substantial value as an effective educational tool. It serves as a facilitator in attaining educational objectives. Moreover, this media fosters independent student learning by virtue of its compact size. This ensures accessibility anywhere and anytime, thus aligning seamlessly with the integration of local wisdom. Furthermore, the research findings by Raibowo et al. (2023) demonstrate that the developed pencak silat learning media in the form of pocket books for junior high schools are not only suitable as alternative teaching materials for PJOK (physical education, sport, and health) teachers but are also highly practical for students as a learning medium. This is substantiated by the readability test results, where the combined percentage of the three aspects reached 81.11%, indicating a classification of “very practical”. These outcomes
highlight the successful integration of local wisdom into pocket book media, affirming their efficacy and user-friendliness within the educational context.

4.3 How Academic Integrity can be Enhanced through the Synergy of Local Wisdom and Pocket Book Media

Local knowledge and pocket book media work well together to promote academic integrity. Several important advantages result from incorporating local knowledge into educational resources using pocket book media. Nevertheless, no existing research has directly contributed to the advancement of pocket book learning media employing local wisdom to actively foster academic integrity. As a result, the present section will concentrate on formulating frameworks and models that establish a cohesive connection between pocket book media, local wisdom, and the promotion of academic integrity.

4.3.1 The fundamental value of academic integrity

ICAI (2021) identified five core values as the basis for its definition of academic integrity – honesty, trust, fairness, respect, and responsibility (Figure 4). The sixth value of courage has been added as a quality element of adherence to the five core values even in the face of difficulty (Raman & Ramlogan, 2020). Macfarlane (2014) described academic integrity as the values, behavior, and conduct of academics in all aspects of their practice. According to Bretag et al. (2013), academic integrity should engage all parties involved in teaching and learning, including both academics (teachers) and students.

Integrity cannot exist without honesty, which is a requirement for the full realization of trust, fairness, respect, and accountability. Honesty is the foundation of trust, which is crucial for academic communities to operate efficiently. Fairness relates to treating people equally and objectively, whereas respect entails appreciating other people’s viewpoints and treating them with decency and courtesy. In contrast to courage, which consists of withstanding harmful peer pressure, and setting a good example, responsibility is where the

Figure 4: Fundamental values of academic integrity
individual accepts ownership of their acts and holds themself accountable for them (ICAI, 2021).

4.3.2 Pocket book learning media, local wisdom, and academic integrity framework

The core principles of academic integrity and local wisdom share overlapping values and ideals that underscore ethical conduct, respect, and the quest for knowledge (Chaer et al., 2021; Raman & Ramlogan, 2020). Integrating the principles of local wisdom into pocket book media development will contribute to creating educational materials that enhance academic integrity, as these principles harmoniously align and reinforce one another.

The reading and writing abilities of students are greatly enhanced when local knowledge is incorporated into education. This strategy outperforms traditional approaches by encouraging quicker comprehension, increased passion, and autonomous reading engagement (Laila et al., 2021). In order to sustain national culture and improve academic integrity using pocket book media, educators are recommended to use local wisdom. The study by Ariyanto et al. (2022) highlights how combining local wisdom and pocket book media enhances academic integrity. Teachers can adapt these findings to create effective learning resources that promote learning outcomes and character education. The research serves as a guide for developing similar materials across grade levels, fostering ethical conduct alongside academic excellence. Figure 5 presents the conceptual framework formulated for pocket media, local wisdom, and academic integrity.

Figure 5: Pocket book media, local wisdom, and academic integrity framework
The presented conceptual framework, depicted in Figure 5, offers a visual representation of the intricate connections between the central concepts explored in the study. These concepts are the principle of local wisdom, which encompasses moral and social ethics, and the fundamental values of academic integrity, which include honesty, trust, fairness, respect, responsibility, and courage. This framework illustrates the profound interconnection between these two core concepts, highlighting the symbiotic relationship between academic integrity and local wisdom. It suggests that aligning pocket book learning media with this synergy has the potential to promote academic integrity, providing educators with a guiding framework to create resources that foster a stronger commitment to genuine learning and ethical behavior. Ultimately, this framework underscores the importance of integrating cultural and ethical considerations into educational resource development, offering a foundation for further research and practical applications in this area.

The findings of Qurrota'aini and Sukirno (2013) support the notion that the pocket book is an effective teaching tool that can also help students become more motivated to learn about accounting. This highlights the opportunity to enhance academic integrity by incorporating local knowledge and pocket book media. Students are more likely to engage in their learning honestly and develop a feeling of personal responsibility when cultural insights and educational materials are combined. A higher commitment to sincere intellectual inquiry and moral conduct is encouraged by this combination.

The synergy of local wisdom and pocket book media enhances academic integrity by fostering personal relevance, guiding effective instructional strategies, facilitating holistic understanding, and promoting positive character development. This integration encourages students to engage authentically, discourages unethical practices, nurtures meaningful comprehension, and cultivates ethical behavior, ultimately contributing to a stronger foundation of academic integrity (Anggraini & Kusniarti, 2017).

5. Conclusion
This research explored the potential of incorporating local wisdom in the development of pocket book learning materials, with the overarching objective of improving academic integrity. Through a qualitative approach involving documentation, the study revealed a compelling correlation between the principles underpinning local wisdom and the core tenets of academic integrity. By seamlessly integrating the essence of local wisdom into pocket book learning resources, the study identified a pathway to enhance students’ commitment to upholding academic integrity. Although the study’s scope is limited to articles published between 2013 and 2023, its contribution is significant, providing valuable insights into the potential synergies among local knowledge, academic integrity, and pocket book learning media. The insights gleaned from this research provide educators with a tangible avenue to infuse integrity-focused concepts into learning materials spanning diverse educational levels.
It is important to realize that this study mainly relied on reviewing information from existing studies to draw conclusions. This limitation stems from the paucity of existing research on the topic, necessitating future empirical investigations to validate our findings and broaden our understanding of the research topic. Ultimately, this study underscores the potential of harmonizing local wisdom with educational resources as a promising route towards fostering academic integrity, thus recognizing and honoring the importance of local traditions within the academic context. While the approach of integrating local wisdom into educational materials to enhance academic integrity holds promise, its successful replication in different educational contexts and regions requires careful consideration of cultural, ethical, logistical, and practical factors. Adapting the approach to suit local needs and values is essential for its effectiveness and sustainability.

6. Recommendations
Educators are urged to adopt a thorough strategy for incorporating local wisdom into instructional materials by carefully comprehending local beliefs, figuring out shared moral principles, working with local authorities, and upholding cultural sensitivity and context relevance. In order to effectively promote academic integrity while respecting the significance of regional traditions within the academic context, it is essential to stay up to date on new research, foster an integrity-oriented culture across diverse educational levels, and acknowledge the need for ongoing empirical investigations.

Future studies should investigate the effects of local-knowledge integration in educational materials and how this affects academic integrity across a range of subject areas, age groups, and educational contexts. They should also compare strategies, take into account cultural contexts, and develop assessment tools.

7. Suggestions for Future Research
A great idea for future investigation would be to conduct comprehensive studies to thoroughly assess the long-term impacts of applying pocket book learning materials enhanced with local wisdom on students’ commitment to academic integrity over a prolonged period. Researchers would be able to investigate whether the beneficial effects on academic integrity persist after the first implementation phase and continue to influence students’ ethical behavior throughout their academic careers using this longitudinal methodology, which would provide in-depth insights. Such research could provide insightful information on the long-term effectiveness of this strategy, illuminating its potential as a robust method for fostering academic integrity in a range of educational contexts.

8. Reference


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