



Development of Digital Teaching Modules for Pancasila Education Subjects Based on Local Wisdom of Malay Culture

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ABSTRACT

This study aims to develop a digital teaching module for Pancasila Education subjects based on local wisdom of Malay culture for grade X students. The study was conducted at SMAN 1 Lingga, Lingga Regency, Riau Islands Province in the odd semester of the 2025/2026 academic year. The research subjects consisted of grade Pancasila Education subject teachers, grade X-3 students and material and media validator experts. The research method used Research and Development (R&D) with the ADDIE model including the stages of Analyze, Design, Develop, Implement, and Evaluate. Data collection instruments were in the form of expert validation sheets, teacher and student response questionnaires, and learning implementation observation sheets. Data analysis used a qualitative and quantitative descriptive approach with a percentage formula. The results of material expert validation reached 100% in the very feasible category, media expert validation 90% in the very feasible category. Teacher responses showed a score of 97% in the very practical category, observation of learning implementation 92% in the very good category, and student responses 95% in the very practical category. A digital teaching module based on local Malay cultural wisdom has proven valid, practical, and effective in enhancing understanding of Pancasila values through contextualization of local culture.

Keywords: digital teaching module, Pancasila education subject, local wisdom, Malay culture

Pengembangan Modul Ajar Digital Mata Pelajaran Pendidikan Pancasila Berbasis Kearifan Lokal Budaya Melayu

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan modul ajar digital mata pelajaran Pendidikan Pancasila berbasis kearifan lokal budaya Melayu untuk siswa kelas X. Penelitian dilaksanakan di SMAN 1 Lingga, Kabupaten Lingga, Provinsi Kepulauan Riau pada semester ganjil tahun ajaran 2025/2026. Subjek penelitian terdiri dari guru mata pelajaran Pendidikan Pancasila kelas, siswa kelas X-3 dan validator ahli materi dan media. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan model ADDIE meliputi tahapan Analyze, Design, Develop, Implement, dan Evaluate. Instrumen pengumpulan data berupa lembar validasi ahli, angket respon guru dan siswa, serta lembar observasi keterlaksanaan pembelajaran. Analisis data menggunakan pendekatan deskriptif kualitatif dan kuantitatif dengan rumus persentase. Hasil validasi ahli materi mencapai 100% dengan kategori sangat layak, validasi ahli media 90% dengan kategori sangat layak. Respons guru menunjukkan skor 97% dalam kategori sangat praktis, observasi pelaksanaan pembelajaran 92% dalam kategori sangat baik, dan respons siswa 95% dalam kategori sangat praktis. Modul ajar digital berbasis kearifan budaya Melayu lokal terbukti valid, praktis, dan efektif dalam meningkatkan pemahaman nilai-nilai Pancasila melalui kontekstualisasi budaya lokal.

Kata kunci: modul ajar digital, Pendidikan Pancasila, kearifan lokal, budaya Melayu

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INTRODUCTION

The rapid transformation in the field of science and technology has brought fundamental changes in various dimensions of life, including the education sector. The Industrial Revolution 4.0 era places digital technology as a key element in learning activities, encouraging the optimization of the use of technology to improve the quality and achievement of teaching and learning outcomes. The Indonesian government has initiated various strategies to improve the quality of education in preparation for the younger generation to face global challenges, especially in the era of *Society 5.0* which integrates digital technology in various sectors of life. The response to this transformation requires the national education system to continue to transform, especially in the aspect of the curriculum that now emphasizes student-centered learning by providing flexibility for educators to adjust teaching methods according to individual student needs. 21st century competencies that include aspects of thinking, acting, and interacting in global life are the main focus of education in the era of the Industrial Revolution 4.0. (Suherman & Nugraheni, 2019) emphasizing the importance of the 4C competencies which include *Critical Thinking, creativity, Collaboration and Communication* in 21st century learning. Government Regulation Number 19 of 2005 concerning National Education Standards emphasizes the importance of developing a curriculum that is able to form students' competencies as a whole, including the dimensions of attitudes, knowledge, and skills. In the context of Pancasila Education subjects, this regulation is the foundation in designing a learning process that not only instills moral values and nationalism, but also fosters the character of students who think critically, creatively, and have a sense of responsibility in accordance with the essence of Pancasila values.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 37 Paragraph (1) mandates that Pancasila Education becomes a compulsory subject at all levels of education, showing the urgency of this subject in shaping the character of the next

generation of the nation. Government Regulation Number 4 of 2022 Article 40 Paragraph (4) strengthens the strategic position of Pancasila Education as an integral part of the curriculum in all educational units. This provision emphasizes that Pancasila education must be realized through learning that is meaningful, contextual, and oriented to the real life of students. Local wisdom plays an important role in the educational process, especially in shaping character and internalizing cultural values to students. (Tilaar, 2016) It is stated that the incorporation of local cultural elements in learning can make the material more in accordance with the social and cultural context of students, thereby increasing the relevance and meaning of the learning process. Lingga Regency, known as "Mother of Malaya", is a center of Malay culture that is rich in customs and traditions such as *Squirt*, village feasts, and the use of Malay poetry. However, based on the Strategic Plan of the Riau Islands Provincial Cultural Office 2020-2025, Malay cultural values are increasingly unknown to the public, especially the younger generation, which is a serious challenge in supporting the implementation of character education.

Research (Suhardi & Astuti, 2021) shows that the interest of the young generation in Lingga Regency in cultural heritage such as folklore and local traditions tends to decline, reflecting the declining awareness of the younger generation on the importance of maintaining and preserving local cultural heritage. This condition indicates the need for concrete steps in incorporating elements of local wisdom into the curriculum structure, especially in subjects that have a character-building function such as Pancasila Education. (Sitepu et al., 2020) emphasizing that the learning of Pancasila Education subjects is often theoretical and less relevant to the real experience of students, so that students consider this subject monotonous and uninteresting. The Independent Curriculum emphasizes strengthening critical thinking skills as the main element in the Pancasila student profile, as stipulated in Permendikbudristek Number 7 of 2022 concerning Content Standards. Students are expected to be able to evaluate and relate the values



of Pancasila to the challenges of contemporary life, including in the context of cultural, social, and economic diversity. The local context-based approach emphasized by the Merdeka Curriculum directs learning to strengthen students' understanding of the relevance of Pancasila values in their lives.

The current digital era presents a shift in the learning process from conventional approaches to the use of digital media. Advances in information and communication technology make it easier for educators and students to access learning materials in a more flexible, interactive, and contextual manner. (Afriyadi et al., 2023) stating that the current generation is a digital generation that since childhood has been familiar and developed along with the rapid innovation of digital technology. (Febrianti et al., 2022) shows that the use of digital modules in *E-learning* has the potential to strengthen mastery of concepts and increase students' enthusiasm for learning because the material is presented in a more interesting way. (Lestariningsih & Suardiman, 2017) He added that digital teaching modules designed according to the learning characteristics of students are able to improve learning outcomes because the material can be accessed at any time and adapted to individual learning styles. Based on the background described above, the research problem in this study is how the development process of a digital teaching module can be carried out so that it is feasible and practical for use in Pancasila Education?

In line with this research problem, this study aims to develop a digital teaching module for Pancasila Education subjects based on the local wisdom of Malay culture for teachers of Pancasila Education subjects.

This research is expected to provide theoretical benefits in enriching the treasures of science in the field of Pancasila Education based on local wisdom and adding academic references on integrating Malay culture in learning. Practical benefits include increasing students' understanding of Pancasila values through the context of local culture, character formation that respects local

wisdom, and providing contextual learning guides for teachers. Relevant research shows that integrating local wisdom in learning can increase the effectiveness of character education. (Hasibuan, 2022) develop a PPKn module based on local wisdom that shows an increase in student understanding and involvement, but the research is descriptive and has not integrated digital strategies. (Yurika & Rahmat, 2021) revealed that the implementation of learning strategies that elevate local values has the potential to strengthen the character education of the younger generation, but has not yet reached the study of cultural diversity in coastal areas such as Lingga Regency. (Armianti et al., 2024) examine the role of digital technology integration in encouraging active student involvement and deepening understanding of Pancasila values, but has not accommodated aspects of local culture that can enrich students' learning experience.

METHOD

This study uses the *Research and Development* (R&D) with the ADDIE model which consists of five stages: *Analysis* (analysis), *Design* (planning), *Develop* (development), *Implement* (implementation), and *Evaluate* (evaluation). The R&D method was chosen because of its relevance in developing innovative learning products while assessing its effectiveness and feasibility in the context of education (Scott, 2016). The ADDIE model is systematically applied to create digital teaching modules that integrate the local wisdom of Malay culture in Pancasila Education learning, focusing on aspects of relevance, ease of use, and effectiveness in a real learning environment.

The analysis stage includes the identification of learning needs, the analysis of the Merdeka curriculum, and the characteristics of students through in-depth observation and interviews. The design phase involves the preparation of module structures based on Learning Outcomes and the integration of Malay cultural values such as *Squirt*, *Scarf Scarf*, and the tradition of mutual cooperation. The development stage uses Microsoft Word for basic content, Canva's

platform for visual design, and Heyzine's services for conversion to formats *flipbook* digital. Implementation is carried out through direct trials in the classroom by involving teachers as the main users of the module and students as beneficiary subjects in learning. Meanwhile, evaluation is carried out continuously at each stage to ensure product quality.

The research was carried out at SMAN 1 Lingga, Lingga Regency, Riau Islands Province in the odd semester of the 2025/2026 school year, with a time range of August to September 2025. The selection of location was based on the characteristics of the school which is located in the center of Malay culture with the majority of students having a strong local cultural background. The research subjects consist of teachers of Pancasila Education subjects as the main users of the module, students of grades X-3 as beneficiaries in learning, and two material and media validator experts who are competent in their fields. The data collection instrument is comprehensively designed including an analysis sheet of student needs, curriculum, and characteristics used in the early stages of development. The validity of the product was assessed using a structured questionnaire with a Likert scale of 1-5 given to material and media experts, including aspects of suitability of learning objectives, material feasibility, module structure, design quality, and integration of local wisdom. The practicality of the product is measured through teacher and student response questionnaires, as well as learning implementation observation sheets that observe the implementation of modules in real learning situations. The observation instruments include aspects of the suitability of learning plans, the use of digital media, the strengthening of Pancasila values, student involvement, and the application of learning models based on local culture.

The study employed several instruments, including questionnaires for content and media validation, practicality questionnaires, teacher and student response questionnaires, observation Sheet for Learning Implementation, interviews, and documents containing comments and suggestions

from validators and users, which served as data collection tools, data validation tools, and instruments for validating the results of data analysis, before being analyzed using a qualitative descriptive approach and quantitative analysis.

The data analysis technique uses a qualitative descriptive approach to decipher validator input and user responses, as well as quantitative analysis to measure the feasibility and practicality of the product. Quantitative data were obtained from the validation questionnaire and practicality were analyzed using the percentage formula $P = \left(\frac{X}{N} \times 100\% \right)$, where "X is the number of scores obtained and N is the maximum score. The validity criteria are categorized into very feasible (81-100%), feasible (61-80%), moderately feasible (41-60%), less feasible (21-40%), and very less feasible (1-20%) based on the classification of Arikunto (2016). The practicality analysis used the same interpretation criteria with the intervals of very practical (81-100%), practical (61-80%), fairly practical (41-60%), less practical (21-40%), and impractical (0-20%) according to the standard (Nurhamdiah et al., 2020). Observations of learning implementation were analyzed using percentages with the categories of very good (81-100%), good (61-80%), adequate (41-60%), less (21-40%), and very poor (<20%) referring to the criteria (Scott, 2019).

All qualitative data in the form of comments and suggestions from validators and users were analyzed descriptively to support product improvement and provide an in-depth picture of the quality of the modules developed in the context of learning Pancasila Education based on local wisdom of Malay culture.

RESULT

1. Results of Expert Validation on the Feasibility of Digital Teaching Modules

The expert validation process is a crucial stage in determining the feasibility of the product before it is implemented in learning. Product validation involves two validators, namely a material expert and a media expert who are selected based on relevant academic competencies and experience.

The results of the validation of the subject matter experts show the achievement of a progressive score between the first and second stages. In the first stage of validation, a total score of 97 was obtained with a percentage of 97% which indicates that the category is very feasible. The aspect of the suitability of learning objectives obtained a perfect score of 100%, indicating that the formulation of the objectives has been aligned with the learning outcomes of the Independent Curriculum.

The feasibility of the material also reached a maximum score of 100%, proving the relevance of the substance to the contextual Malay cultural context. The structural aspects and components of the module obtained a score of 88% in the first stage, signaling the need for systematic refinement. The validator provides specific feedback regarding the addition of a glossary with complete definitions for key terms. The quality of the design of the teaching modules and the conformity with the principles of the digital teaching module each received a score of 100%, while the integration of local wisdom values in the learning materials achieved the highest score of 100%. After revision based on validator input, the second stage shows optimal achievement with a total score of 100 and a percentage of 100%, confirming perfect feasibility for all aspects of the assessment.



Figure 1
Glossary Before Revision



Figure 2
Glossary After Revision

Media expert validation showed significant improvement dynamics between the two stages. The first stage produced a total score of 84 (88%) of the category was very feasible. The module's display and visual design obtained a score of 84%, indicating the need for visual detail improvement. The integration of the module's digital design reached 87%, indicating good design consistency but requiring further harmonization. The support of learning technology and the representation of local culture in digital media design each achieved a maximum score of 100%. The second stage showed a dramatic improvement with a total score of 95 and a percentage of 100% for all aspects, proving the effectiveness of the revisions made. The average media validation assessment of both stages reached 90%.



Figure 3
Hyperlink/TOC

2. Results of the Practicality Test of Digital Teaching Modules in Learning

The implementation of digital teaching modules based on local wisdom of Malay culture was carried out through field trials at SMAN 1 Lingga, with teachers as module users and class X.3 students as beneficiaries in learning. The trial was focused on two representative materials: the Citizenship Gotong Royong Project through the *Beganjil Tradition* and the Application of Norms in Daily Life through Proper Dressing of Malay Kurung Shirts. The selection of these two materials is intended to measure the effectiveness of integrating local wisdom values in learning Pancasila Education comprehensively. The results of the teacher's response questionnaire showed a very high level of practicality with a total score of 97 and a percentage of 97% of the very practical category. The suitability of the modules as a learning guide, the structure and usefulness of the modules, and the suitability of the digital format each obtained a perfect score of 100%. The integration of local cultural values in learning materials reached 90%, while the completeness of the teaching module components reached 96%. These findings confirm that digital teaching modules have met the needs of teachers in implementing contextual learning based on local wisdom.

Observation of the implementation of teacher learning resulted in a total score of 87 with a percentage of 92% of the very good category. Aspects such as the suitability of the implementation with the flow of the module, the delivery of learning objectives, the explanation of the material, the facilitation of discussions, assessments, and reflections of students achieved a maximum score of 100%. Several aspects of obtaining a score of 80% include the use of interactive media, time management, strengthening Pancasila values, and student involvement, showing excellent implementation with certain room for improvement. Observations of the implementation of student learning show that an average percentage of 84% of the category is very good. Responses to contextual activities, the application of Malay cultural values,

responses to visual media, and tolerance reached a maximum score of 100%. Other aspects such as engagement, enthusiasm, understanding, collaboration, and reflection earned a score of 80%, indicating active participation of students with the potential for further improvement. These findings indicate the effectiveness of the modules in increasing student engagement and strengthening contextual learning.

The results of the student response questionnaire reached an average percentage of 95% with a very practical category. The score distribution shows variations between 88% to 100%, with the majority of students giving perfect scores. More than half of the students gave the maximum score, indicating the consistency of positive acceptance of the digital teaching module. The aspects of understanding the material through the module, the attractiveness of the display, the suitability with the characteristics of the students, and the integration of the local culture received a very positive response. Students assessed that the explanation of the material became more systematic and easy to understand through the integration of digital modules, as well as fostering an appreciation of local cultural values that are relevant to learning Pancasila Education.

DISCUSSION

Implementation of development models *Analysis, Design, Development, Implementation, and Evaluation* (ADDIE) in this study shows significant effectiveness in producing digital teaching modules based on local wisdom of Malay culture. The selection of this model is based on a number of reasons, including because each stage in the ADDIE model meets systematic development criteria, its progress can be clearly monitored, and its application is relatively easy in the context of research and development in the field of education (Piskurich, 2015). This approach is in line with previous research that confirms the advantages of the ADDIE model in integrating local cultural content in Pancasila Education learning which uses a similar methodology to develop digital learning media based on local



wisdom. The results of the needs analysis indicate a fundamental problem in learning Pancasila Education, namely the dominance of conventional methods that are theoretical without contextualizing local culture. These findings strengthen the argument that the integration of digital technology with local wisdom content is a strategic solution to increase the relevance of learning (Nurzaelani et al., 2018). Previous research has shown that the richness of cultural local wisdom can be developed into a source of knowledge in learning modules, supporting the approach applied in this study (Wijaya et al., 2021).

The advantage of this research lies in its holistic approach that integrates specific elements of Malay culture such as traditional *Squirt*, *Scarf Scarf*, and Malay baju kurung into an interactive digital learning structure. Use of Canva's app that integrates with *Heyzine Flipbook* Produce products with intuitive navigation and engaging visualizations, while maintaining the authenticity of the local culture. The results of the implementation showed that the students' response with an average score of 95% in the category was very practical, indicating the effectiveness of the module in improving conceptual and contextual understanding of Pancasila values. However, the limitations of the study lie in the limited sample coverage of a single institution and the relatively short duration of implementation, so the generalization of results requires further validation in more diverse contexts (Oktavia & Harjono, 2020).

As a follow-up to previous findings on the development of digital teaching modules, the integration of local culture has become a primary focus in this study. The incorporation of Riau Malay culture into the learning module has been shown to strengthen the local context, although it remains limited to a small school setting, resulting in less optimal generalizability (Sari et al., 2024). Meanwhile, another study highlights the effectiveness of Flipbook Maker-based digital learning materials, which were rated as highly valid and practical; however, the research instruments

were limited to questionnaires and tests, so the analysis did not fully capture teachers' and students' perspectives (Aminuddin et al., 2021). Therefore, this study presents a digital teaching module that is not only valid and practical but also enriches insights through teacher and student feedback, addressing some of the limitations of previous research

CONCLUSION

The development of digital teaching modules based on local wisdom of Malay culture using the ADDIE model has succeeded in producing valid and practical learning products for Pancasila Education subjects in class X at SMAN 1 Lingga. Validation of material and media experts shows a very high level of feasibility with percentages of 100% and 90%, confirming the product's conformity with academic and technical standards. The implementation of the module produced a teacher's response with a score of 97% in the very practical category, while the observation of learning implementation reached 92% of the very good category. The student response questionnaire showed an average percentage of 95% of the category was very practical, indicating a significant increase in the understanding of Pancasila values through the contextualization of local culture. The integration of Malay cultural elements such as *the beganjal* tradition, *tudung manto*, and baju kurung has proven to be effective in increasing the relevance of learning and fostering students' appreciation of local wisdom. This digital teaching module makes a strategic contribution to the transformation of Pancasila Education learning that is contextual, interactive, and meaningful according to the characteristics of the digital generation.

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