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

Sukadari*, **Mahilda Dea Komalasari**, **Nina Widyaningsih**
Faculty of Teacher Training and Education,
Universitas PGRI Yogyakarta (UPY), Indonesia

Gulzhaina K. Kassymova, **Fang Yuqi**
Institute of Pedagogy and Psychology, Abai Kazakh National Pedagogical
University, 050010, Almaty, Dostyk Ave., 13, Kazakhstan

Lily Muliana Mustafa
Management and Science University, Shah Alam, Selangor, Malaysia

Nurudeen Babatunde Bamiro
Department of Language, Arts & Social Science
Lagos State University, Ojo, Nigeria

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.

* Corresponding author: *Sukadari; sukadariupy@gmail.com*

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.

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.

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 (Shaffril 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

Google Scholar	Scopus
TITLE ("Pocket Book Media" AND "academic integrity"), ("Pocket Book Media" AND "local wisdom"), ("Local wisdom" AND "Academic integrity")	TITLE-ABS-KEY ("Pocket Book Media" AND "Academic integrity" OR "Academic Honesty"), ("Pocket Media" AND "Local Wisdom" OR "Local Knowledge")

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 2: Inclusion and exclusion criteria applied in selecting articles

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

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 pf 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.
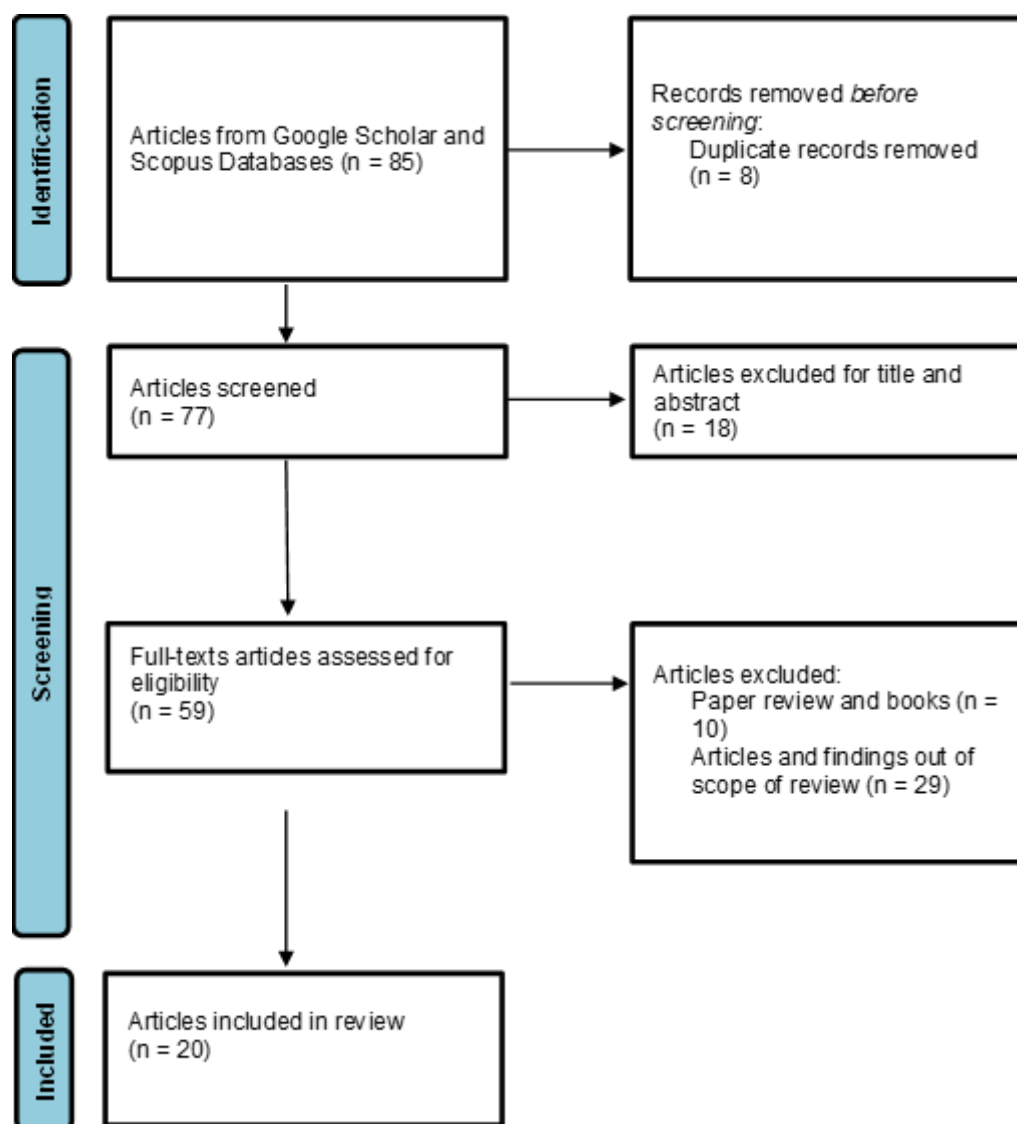

Figure 1: PRISMA flow diagram

3. Results
3.1 Research Attributes
The data extracted from the analyzed articles are presented clearly in Table 3.

Table 3: Data collection table

S/N	Author/s	Methodology employed	Author country of affiliation	Journal	Research model
1	Eliezanatalie and Deta (2023)	Qualitative	Indonesia	International Journal of Research and Community Empowerment	The research used a qualitative descriptive research method, namely by conducting a needs analysis
2	Gularso et al. (2023)	Quantitative	Indonesia	Pegem Journal of Education and Instruction	This research includes research and development (R & D) research by adopting the ADDIE research method
3	Parhan and Dwiputra (2023)	Qualitative	Indonesia	Journal of Innovation in Educational and Cultural Research	Systematic literature review
4	Qurrota'aini and Sukirno (2013)	Quantitative	Indonesia	Jurnal Pendidikan Akuntansi Indonesia	R&D
5	Zukmadini et al. (2020)	Quantitative	Indonesia	Biosfer: Jurnal Pendidikan Biologi	R & D
6	Raibowo et al. (2023)	Qualitative	Indonesia	Kinestetik: Jurnal Ilmiah Pendidikan Jasmani	R & D
7	Laila et al. (2021)	Quantitative	Indonesia	International Journal of Evaluation and Research in Education	Quasi-experimental method
8	Ariyanto et al. (2022)	Mixed	Indonesia	Uniglobal Journal of Social Sciences	R & D

S/N	Author/s	Methodology employed	Author country of affiliation	Journal	Research model
				and Humanities	
9	Chaer et al. (2021)	Qualitative	Indonesia	JIE (Journal of Islamic Education)	Literature review
10	Yusuf (2023)	Qualitative	Indonesia	International Journal of Educational Methodology	Meta-analysis
11	Dewi and Ramadan (2021)	Qualitative	Indonesia	Journal of Education Technology	R & D
12	Suud et al. (2022)	Mixed	Indonesia	Journal of Pharmaceutical Negative Results	No specific research approach
13	Lyesmaya et al. (2020)	Qualitative	Indonesia	Journal of Physics: Conference Series	R & D
14	Thalhah (2020)	Qualitative	Indonesia	International Journal of Scientific Engineering and Research (IJSER)	R & D (ADDIE)
15	Rustan Effendi (2020)	Qualitative	Indonesia	Malaysian Online Journal of Educational Management (MOJEM)	Case study
16	Hidayati et al. (2020)	Qualitative	Indonesia	International Journal of Instruction	R & D
17	Raman & Ramlogan (2020)	Qualitative	Trinad & Tobago	International Journal for Educational Integrity	Routine interaction with students
18	Anggraini and Kusniarti (2017)	Qualitative	Indonesia	Journal of Education and Practice	Needs analysis
19	Macfarlane et al. (2014)	Qualitative	Hong Kong & China	Studies in Higher Education	Literature review
20	Bretag et al. (2019)	Qualitative	Australia	Studies in Higher Education	Literature review

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.
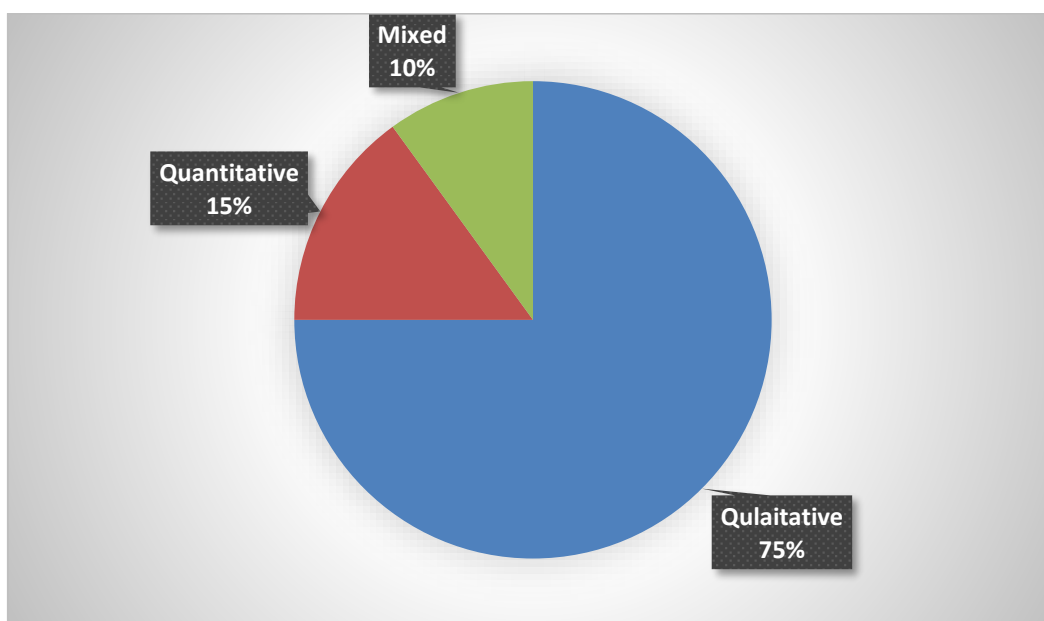

Figure 2: Research methodology employed in the examined articles

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 4: Research models utilized in the selected articles

Research model	Number of articles
Research and design	7
Analysis, design, development, implementation, and evaluation (ADDIE)	2
Needs analysis	2
Literature review	4
Meta-analysis	1
Routine interaction	1
Case study	1
Quasi-experimental method	1

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.
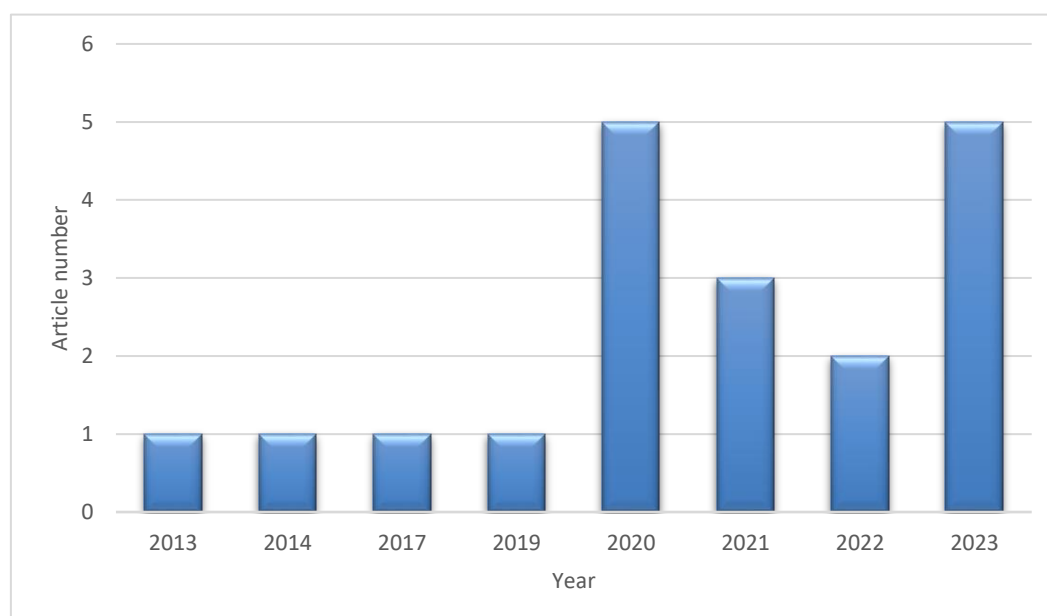

Figure 3: Publication of selected articles by year

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.

Figure 4: Fundamental values of academic integrity

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

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.
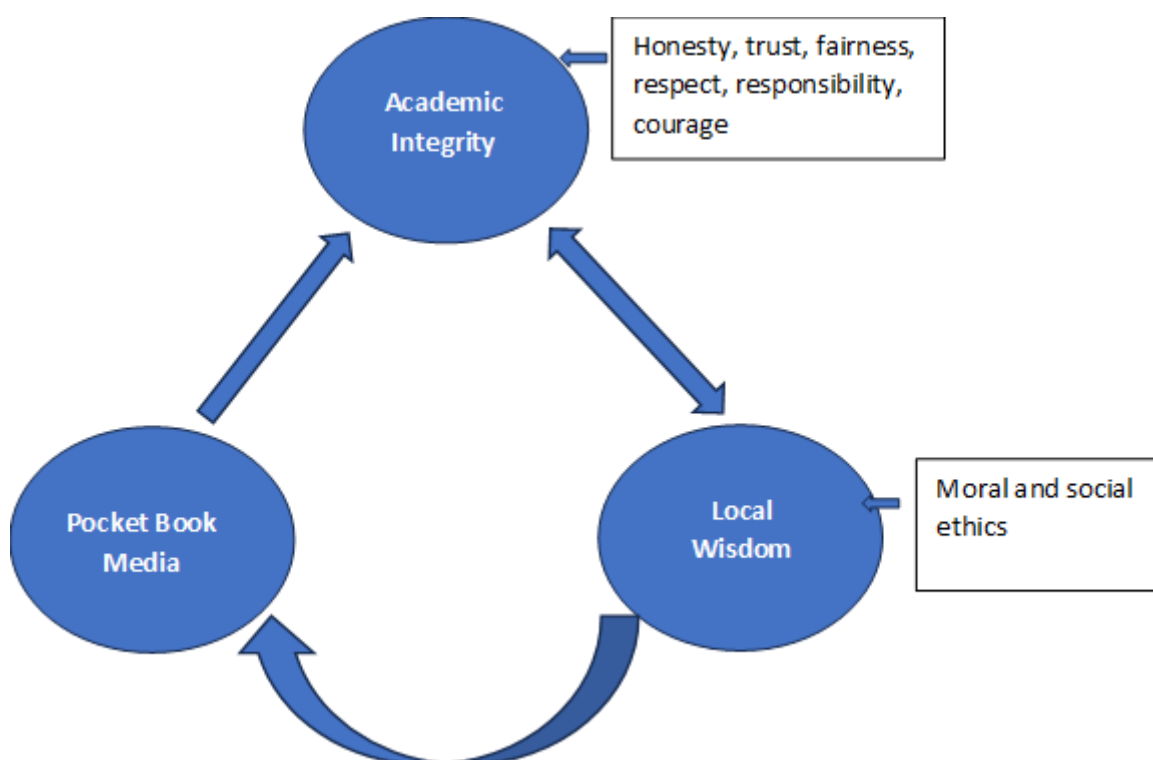

Figure 5: Pocket book media, local wisdom, and academic integrity framework

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

Adewale, S., & Potokri, O. C. (2023). Integrating African women academics in leadership: A systematic review. *Journal of Higher Education Policy and Leadership Studies*, 4(3), 53–73. https://doi.org/10.61186/johepal.4.3.53

Ahmed, K. (2020). Academic integrity: Challenges and strategies for Asia and the Middle East. *Accountability in Research*, 27(5), 256–270. https://doi.org/10.1080/08989621.2019.1646646

Alba, A. P., Akbar, S., & Nurchasanah, N. (2019). Bahan Ajar Tema Daerah Tempat Tinggalku Berbasis Kearifan Lokal [Teaching materials for the theme The Area Where I Live based on local wisdom]. *Journal of Education: Theory, Research and Development*, 4(4), 421–426. https://doi.org/10.17977/jptpp.v4i4.12228

Anayat, D. (2019, August 9). What international students should know about academic integrity. *U.S.News & World Report.* https://www.usnews.com/education/best-global-universities/articles/what-international-students-should-know-about-academic-integrity

Anggraini, P., & Kusniarti, T. (2017). Character and local wisdom-based instructional model of Bahasa Indonesia in vocational high schools. *Journal of Education and Practice*, 8(5), 23–29. https://www.iiste.org/Journals/index.php/JEP/article/view/35461

Anita, Y., Thahir, A., Komarudin, K., Suherman, S., & Rahmawati, N. D. (2021). Buku saku digital berbasis STEM: Pengembangan media pembelajaran terhadap kemampuan pemecahan masalah [STEM-based digital pocketbook: Learning media development for problem-solving skills]. *Mosharafa: Journal of Mathematics Education*, 10(3), 401–412. https://journal.institutpendidikan.ac.id/index.php/mosharafa/article/view/mv10n3_06

Ariyanto, H., Utami, S., & Ismaya, E. A. (2022). The development of digital pocketbook media based on inquiry on plant growth materials elementary school students. *Uniglobal Journal of Social Sciences and Humanities*, 1, 9–16. https://doi.org/10.53797/ujssh.v1sp.2.2022

Awaludin, A., Wibawa, B., & Winarsih, M. (2020). Integral calculus learning using problem based learning model assisted by hypermedia-based e-book. *Jurnal Pendidikan Indonesia*, 9(2), 224–235. https://doi.org/10.23887/jpi-undiksha.v9i2.23106

Balasubramanian, K., Jaykumar, V., & Fukey, L. N. (2014). A study on "Student preference towards the use of Edmodo as a learning platform to create responsible learning environment". *Procedia – Social and Behavioral Sciences*, 144, 416–422. https://doi.org/10.1016/j.sbspro.2014.07.311

Blau, I., Goldberg, S., Friedman, A., & Eshet-Alkalai, Y. (2021). Violation of digital and analog academic integrity through the eyes of faculty members and students: Do institutional role and technology change ethical perspectives? *Journal of Computing in Higher Education*, 33, 157–187. https://link.springer.com/article/10.1007/s12528-020-09260-0

Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenberg, P., Saddiqui, S., & van Haeringen, K. (2019). Contract cheating: A survey of Australian university students. *Studies in Higher Education*, 44(11), 1837–1856. https://doi.org/10.1080/03075079.2018.1462788

Bretag, T. (2013). Challenges in addressing plagiarism in education. *PLoS Medicine*, 10(12), e1001574. https://doi.org/10.1371%2Fjournal.pmed.1001574

Bygrave, C., & Aşık, Ö. (2019). Global perspectives on academic integrity. In J. Hoffman, P. Blessinger, & M. Makhanya (Eds.), *Strategies for fostering inclusive classrooms in higher education: International perspectives on equity and inclusion* (Vol. 16; pp. 19–33). Emerald Publishing Limited. http://dx.doi.org/10.1108/S2055-364120190000016003

Chaer, M. T., Rochmah, E. Y., & Sukatin, S. (2021). Education based on local wisdom. *JIE (Journal of Islamic Education)*, 6(2), 145–157. https://doi.org/10.52615/jie.v6i2.216

Christensen H. J., & Eaton, S. E. (2022). Academic misconduct in higher education: Beyond student cheating. In S. E. Eaton (Ed.), *Academic integrity in Canada: An enduring and*

essential challenge (pp. 81–102). Cham: Springer International Publishing. https://library.oapen.org/bitstream/handle/20.500.12657/53333/1/978-3-030-83255-1.pdf#page=99

Click, A. (2012). Issues of plagiarism and academic integrity for second-language students. *MELA Notes*, *85*, 44–53. https://www.jstor.org/stable/23392491

Denisova-Schmidt, E. (2016). The global challenge of academic integrity. *International Higher Education*, (87), 4–6. https://doi.org/10.6017/ihe.2016.87.9494

Dewi, N. A., & Ramadan, Z. H. (2021). Local wisdom-based thematic teaching materials. *Journal of Education Technology*, *5*(3), 443–451. https://doi.org/10.23887/jet.v5i3.37439

Dita, P. P. S., Utomo, S., & Sekar, D. A. (2021). Implementation of problem based learning (PBL) on interactive learning media. *Journal of Technology and Humanities*, *2*(2), 24−30. https://doi.org/10.53797/jthkkss.v2i2.4.2021

Eliezanatalie, S., & Deta, U. A. (2023). Needs analysis of physics learning media integrated local wisdom. *International Journal of Research and Community Empowerment*, *1*(2*)*, 39–45. https://doi.org/10.58706/ijorce.v1n2.p39-45

El-Faisal, E., & Sulkipani, S. (2016). Pengembangan bahan ajar berbasis muatan lokal pada mata kuliah Pendidikan Kewarganegaraan. *Jurnal Civics: Media Kajian Kewarganegaraan*, *13*(2), 113-126. [Development of local content-based teaching materials in civic education courses]. *Civics Journal: Media for Civic Studies*, *13*(2), 113–126. https://doi.org/10.21831/civics.v13i2.12721

Gallant, T. (2008). Revisiting the past: The historical context of academic integrity. In T. Gallant (Ed.), *Academic integrity in the twenty-first century* (pp. 13–31). Jossey-Bass.

Gularso, D., Purwoko, R. Y., Sujatmiko, W. I. P., & Ingtias, F. A. N. (2023). Developing a local genius based pocket book for character strengthening elementary school students. *Pegem Journal of Education and Instruction, 13*(3), 304–313. https://doi.org/10.47750/pegegog.13.03.31

Gusenbauer, M., & Haddaway, N. R. (2020). Which academic search systems are suitable for systematic reviews or meta-analyses? Evaluating retrieval qualities of Google Scholar, PubMed, and 26 other resources. *Research Synthesis Methods, 11*(2), 181−217. https://doi.org/10.1002/jrsm.1378

Harun, F., Hairun, Y., Machmud, T., & Alhaddad, I. (2021). Improving students' mathematical communication skills through interactive online learning media design. *Journal of Technology and Humanities*, *2*(2), 17–23. https://doi.org/10.53797/jthkkss.v2i2.3.2021

Hest, Y. A. L., Riyadi, Kamsiyati, S., & Purnamasari, V. (2021). Pengembangan bahan ajar berbasis muatan lokal keanekaragaman Motif Batik Ngawi sebagai sumber belajar di Kelas V sekolah dasar [Development of teaching materials based on local content diversity of Ngawi Batik Motifs as a learning resource in Grade V elementary school]. *Jurnal Basicedu, 5*(2), 1060–1066. https://doi.org/10.31004/basicedu.v5i1.721.

Hidayati, N. A., Waluyo, H. J., & Winarni, R. (2020). Exploring the implementation of local wisdom-based character education among Indonesian higher education students. *International Journal of Instruction*, *13*(2), 179–198. http://dx.doi.org/10.29333/iji.2020.13213a

Hutama, F. S. (2016). Pengembangan bahan ajar IPS berbasis nilai budaya using untuk siswa sekolah dasar [Development of social studies teaching materials based on cultural values using Individual Plan of Study (IPS) for elementary school students]. *JPI (Indonesian Education Journal), 5*(2), 113–124. https://doi.org/10.23887/jpi-undiksha.v5i2.8359

International Center for Academic Integrity (ICAI). (2021). *The fundamental values of academic integrity* (3rd ed.). https://academicintegrity.org/resources/blog/103-2022/september-2022/385-focusing-on-the-positive-in-academic-integrity-education

Irwan, I., Taufiq, M. A., & Fernando, R. (2020). A review of the integration of local wisdom in English language teaching in 5.0 Society Era. *Proceeding IAIN Batusangkar*, *1*(3), 143–148. https://ojs.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/view/2171

Jensenius, F. R., Htun, M., Samuels, D. J., Singer, D. A., Lawrence, A., & Chwe, M. (2018). The benefits and pitfalls of Google Scholar. *PS – Political Science and Politics, 51*(4), 820–824. https://doi.org/10.1017/S104909651800094X

Kamelia, K. (2019). Using video as media of teaching in English language classroom: Expressing congratulation and hopes. *Utamax: Journal of Ultimate Research and Trends in Education*, *1*(1), 34–38. https://doi.org/10.31849/utamax.v1i1.2742

Kaniawati, M., Abidin, Y., & Rakhmayanti, F. (2021). Pengembangan media pembelajaran augmented reality pocket book dalam pengenalan huruf siswa Kelas I sekolah dasar: Pengembangan media AR [Development of augmented reality pocket book learning media in letter recognition for Grade I elementary school students: AR media development]. *Journal of Multiliteracies*, *1*(2), 77–87.

Karmintoro, Utomo, S., Suad, & Paul, D. C. (2021). The necessity analysis of mind mapping based pocket book with materials of diversities in Indonesia. *Asian Pendidikan*, *1*(2), 23–30. https://journalarsvot.com/index.php/aspen/article/view/127

Kormasela, D. A., Dawud, D., & Rofi'uddin, A. H. (2020). Pemanfaatan kearifan lokal Maluku dalam pengembangan bahan ajar menulis teks prosedur untuk siswa Kelas VII [Utilization of local wisdom of Maluku in the development of teaching materials for writing procedural texts for Class VII students]. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, *5*(8), 1056–1065. https://doi.org/10.17977/jptpp.v5i8.13872

Laila, A., Budiningsih, C. A., & Syamsi, K. (2021). Textbooks based on local wisdom to improve reading and writing skills of elementary school students. *International Journal of Evaluation and Research in Education, 10*(3), 886–892.

Lestariningsih, N., & Suardiman, S. P. (2017). Pengembangan bahan ajar tematik-integratif berbasis kearifan lokal untuk meningkatkan karakter peduli dan tanggung jawab [Development of thematic-integrative teaching materials based on local wisdom to improve a caring and responsible character]. *Jurnal Pendidikan Karakter, 7*(1). https://doi.org/10.21831/jpk.v7i1.15503

Lyesmaya, D., Musthafa, B., & Sunendar, D. (2020, February). Local wisdom value's-based literacy education learning model in elementary school. *Journal of Physics: Conference Series, 1470*(1), 012030. https://doi.org/10.1088/1742-6596/1470/1/012030

Macfarlane, B., Zhang, J., & Pun, A. (2014). Academic integrity: A review of the literature. *Studies in Higher Education*, *39*(2), 339–358. https://doi.org/10.1080/03075079.2012.709495

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., … Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *Systematic Reviews, 10*(1), 89. https://doi.org/10.1186/s13643-021-01626-4

Parhan, M., & Dwiputra, D. F. K. (2023). A systematic literature review on local wisdom actualization in character education to face the disruption era. *Journal of Innovation in Educational and Cultural Research*, 4(3), 371–379. https://doi.org/10.46843/jiecr.v4i3.675

Perkins, M., Gezgin, U. B., & Roe, J. (2020). Reducing plagiarism through academic misconduct education. *International Journal for Educational Integrity, 16*(1), 1–15. https://edintegrity.biomedcentral.com/articles/10.1007/s40979-020-00052-8

Pluye, P., & Hong, Q. N. (2014). Combining the power of stories and the power of numbers: Mixed methods research and mixed studies reviews. *Annual Review of Public Health, 35*(2014), 29–45. https://doi.org/10.1146/annurev-publhealth-032013-182440

Putranta, H., & Supahar. (2019). Synthesis of the cognitive aspects' science literacy and higher order thinking skills (HOTS) in chapter momentum and impulse. *Journal of Physics: Conference Series, 1397*(1). https://doi.org/10.1088/1742-6596/1397/1/012014

Qurrota'aini, S. S., & Sukirno, S. (2013). Pocketbook as media of learning to improve students' learning motivation. *Jurnal Pendidikan Akuntansi Indonesia*, 11(2), 68–75. https://doi.org/10.21831/jpai.v11i2.1692

Raibowo, S., Prabowo, A., & Permadi, A. (2023). Development of Pencak Silat learning media in the form of pocket books for junior high schools. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 7(1), 228–233. https://ejournal.unib.ac.id/kinestetik/article/view/26029

Raman, V., & Ramlogan, S. (2020). Academic integrity and the implementation of the honour code in the clinical training of undergraduate dental students. *International Journal for Educational Integrity*, 16(9), 1–20. https://link.springer.com/article/10.1007/s40979-020-00058-2

Ramdani, Z. (2018). Construction of academic integrity scale. *International Journal of Research Studies in Psychology*, 7(1), 87-97. https://www.researchgate.net/profile/Zulmi-Ramdani/publication/323906170_Construction_of_academic_integrity_scale/links/5ab2700aa6fdcc1bc0c1c37f/Construction-of-academic-integrity-scale.pdf

Renzi, C., Whitaker, K. L., & Wardle, J. (2015). Over-reassurance and undersupport after a 'false alarm': A systematic review of the impact on subsequent cancer symptom attribution and help seeking. *BMJ Open*, 5(2), e007002. http://dx.doi.org/10.1136/bmjopen-2014-007002

Rustan Effendi, Y. (2020). The principal's transformational leadership approach based on local wisdom in strengthening the character of students. *Malaysian Online Journal of Educational Management (MOJEM)*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3718268

Samala, A. D., Giatman, M., Simatupang, W., & Ranuharja, F. (2021). E-jobsheet based on mobile pocket book as digital learning resources (DLRs). *Jurnal Teknologi Informasi dan Pendidikan*, 14(2), 117–123. https://doi.org/10.24036/tip.v14i2.488

Shaffril, H. A. M., Samah, A. A., & Samsuddin, S. F. (2021). Guidelines for developing a systematic literature review for studies related to climate change adaptation. *Environmental Science and Pollution Research*, 28, 22265–22277. https://link.springer.com/article/10.1007/s11356-021-13178-0

Shuhratovich, I. U. (2020). Application of innovation in teaching process. *European Journal of Research and Reflection in Educational Sciences, 8*(5), 4–8. http://www.idpublications.org/wp-content/uploads/2020/05/Full-Paper-APPLICATION-OF-INNOVATION-IN-TEACHING-PROCESS.pdf

Suud, F. M., Sudirman, S. A., Kibtiyah, M., & Putra, R. P. (2022). Local wisdom as the fundamental for honest behavior of students in Aceh: A social psychology study. *Journal of Pharmaceutical Negative Results*, *13*(4), 863–869. https://pnrjournal.com/index.php/home/article/view/2693

Thalhah, S. Z. (2020). Pocket book: Local wisdom-based mathematics learning. *International Journal of Scientific Engineering and Research (IJSER), 11*(6). https://doi.org/10.24252/lp.2020v23n1i12

Tinja, Y., Towaf, S. M., & Hariyono. (2017). Pengembangan bahan ajar tematik berbasis kearifan lokal sebagai upaya melestarikan nilai budaya pada siswa sekolah dasar [Development of thematic teaching materials based on local wisdom as an effort to preserve cultural values in elementary school students]. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, *2*(9), 1257–1261. https://doi.org/10.17977/jptpp.v2i9.9990

Unicheck. (2019, September 25). *Academic cheating statistics say there's lots of work to do*. https://unicheck.com/blog/academic-cheating-statistics

Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of Planning Education and Research, 39*(1), 93–112. https://journals.sagepub.com/doi/full/10.1177/0739456X17723971

Yusuf, F. A. (2023). Meta-analysis: The influence of local wisdom-based learning media on the character of students in Indonesia. *International Journal of Educational Methodology*, *9*(1), 237–248. https://doi.org/10.12973/ijem.9.1.237

Yusuf, M., Mai, M. Y. M., Al Maki, S. H., Shaffeei, K., Folashade, A. T., Bamiro, N. B., & Shittu, M. A. (2022). A systematic review of pedagogical practices in the Education 4.0. *Hong Kong Journal of Social Sciences*, (60), 504–514. https://doi.org/10.55463/hkjss.issn.1021-3619.60.49

Zahra, G., Yulianti, D., & Perdana, R. (2023). *Making pocket books based on local wisdom to increase students' interest in learning* [Conference session]. 4th International Conference on Progressive Education 2022 (ICOPE 2022) (pp. 544–549). Atlantis Press. https://doi.org/10.2991/978-2-38476-060-2_50

Zukmadini, A. Y., Kasrina, K., Jumiarni, D., & Rochman, S. (2020). Pocketbook based on local wisdom and its effectivity in improving students' knowledge on the utilization of traditional medicine plants. *Biosfer: Jurnal Pendidikan Biologi*, *13*(1), 59–74. https://doi.org/10.21009/biosferjpb.v13n1.59-74