Character Building in Students through “Rumi Sang Pemimpi”: A Digital Book Approach

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Abstract: Technological advancements have transformed the learning landscape for students in schools. Unlike the past, where discussions were confined to the classroom, today's students engage in digital discussions through platforms like Zoom Meetings, Google Classroom, or school-provided eLearning. The impact of technology on students is twofold, presenting both positive and negative aspects. In an effort to enhance student learning and character development, researchers have created a non-text digital book on citizenship education. Utilizing Borg and Gall's research methodology, data collection involved questionnaires, focus group discussions, interviews, and observations. The research findings demonstrate the viability of digital non-text civics education books, indicating their applicability in junior high schools to bolster students' hard-working character. Significant differences in the aspect of hard work were observed between the experimental and control groups in various tests. In conclusion, digital books with the theme "Rumi Sang Pemimpi" (in English: "Rumi the Dreamer") prove effective in strengthening students' character, particularly their hard-working traits. The researcher recommends further exploration of characters in the digital book related to digital citizenship.

INTRODUCTION

The advent of technology has brought about both positive and negative repercussions. Introducing teenagers to technology can foster creativity in children. When appropriately utilized, technology has the potential to exert a positive influence on children. While technology offers numerous benefits, it also comes with potential pitfalls such as diminished personal interaction, digital bullying, and oversharing information with unfamiliar individuals. Teenagers, in particular, may experience adverse effects of digital technology use, including the dissemination of false information, cyberbullying, exposure to negative content, and more.

As the results of Ningrum and Amna's (2020) research show, other negative impacts of technological developments include the misuse of videos or photos, cursing in the comments section on social media, reduced social attitudes, a tendency to commit crimes, pornography, and cyberbullying. In this regard, the research results of Achmad, Sudrajat, Faiza, dan Ollianti (2023) state that "mass media, especially the internet, influences assertive behavior and the tendency to socialize among teenagers.” Technological developments position mass media as a crucial part of behavior formation, influencing perceptions.

As noted by Ratnaya (2011), improper use of technology can lead to
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Copyright violations, violence, pornography, gambling, fraud, and the spread of hoax news. In contrast, Sinagatullin (2017) suggests that when technology is utilized wisely, it holds significant potential to positively influence students' cognitive activities, enhance creative thinking, and boost global competence. Consequently, parents should carefully monitor their children's use of digital technology. The collective responsibility of families, schools, and communities is to impart knowledge on the appropriate utilization of technology, particularly social media, to mitigate its negative impacts.

Technological developments can alter feelings of empathy, kinship, and fairness towards others, evident in social media where insults are common. The lack of concern for others and prioritizing individual interests indicate a shift in moral values. Thus, efforts to strengthen moral values through Citizenship Education are needed. According to the National Policy of the Government of Indonesia, the national character development strategy includes five approaches: socialization, education, empowerment, acculturation, and cooperation. The socialization strategy involves instilling and transferring values to change attitudes, opinions, and behaviors. National character development faces challenges due to rapid technological and informational advances, resulting in societal changes.

The second strategy is through education, implemented through empowerment and acculturation in three educational environments: institutions, families, and communities. The third strategy, empowerment, fosters national character within civil society. The fourth strategy, acculturation, is implementable in various spheres such as family, educational institutions, community settings, the business realm, political parties, and mass media. The fifth strategy, cooperation, builds national character by facilitating partnerships among citizens, groups, institutions, regions, and nations.

In this study, the author focuses on education within the Citizenship Education learning process to cultivate national character. Schools play an essential role in developing students' digital literacy skills, enhancing classroom learning effectiveness and efficiency in the digital era. Digital literacy skills enable students to use technology creatively and collaboratively. This is consistent with Hays et al. (2023), who state that digital literacy involves using technology ethically to find and evaluate information, communicate, and work as a team. Slavković, Pavlović, Depalov, Vučenović, & Bugarčić, 2024) asserts that digital literacy involves teaching and learning about technology and its appropriate use. Similarly, Shopova's (2014) research indicates that developing students' literacy levels and digital competencies significantly increases learning process effectiveness and efficiency and students' adaptation to dynamic market needs. A survey by Wilson et al. (2015) in rural Canada found that digital technology activities are beneficial both in and outside the classroom.

Anne revealed that schools play an essential role in introducing digital technology to develop students' digital literacy (Bjørgen & Erstad, 2015). Setyaningsih's research states that e-learning can increase students' digital literacy (Setyaningsih et al., 2019). Desi's research added that schools need to develop a digital literacy movement integrated into the curriculum to foster creativity and innovation among the younger generation (Desi, 2020).

School curricula must prioritize responsible information use and sharing, identify trusted sources, and protect students during online activities. Teaching materials should be adapted to age groups and involve parents in online learning.
Online learning requires digital literacy, which, according to Belshaw (2012), involves technical proficiency and understanding the issues, norms, and habits surrounding technology use, including participation, social justice, and civic responsibility (Belshaw, 2012). Students must be responsible digital technology users.

Similarly, the Hobbs model states that digital literacy is a life skill, including making responsible choices, accessing information, and analyzing content quality and credibility (Hobbs, 2010). The JISC model aligns with Hobbs, emphasizing functional IT skills and the ability to find and share relevant information (Savage & Barnett, 2013). The Payton and Hague model on digital security emphasizes staying safe online, understanding appropriate use, and creating suitable content, which falls under digital media ethics (Hague & Payton, 2010). All four models agree that digital literacy involves technical proficiency and norms for using technology. Hays identifies three elements of digital literacy: technical, cognitive, and socioemotional (Hays et al., 2023). Technical skills involve operating technology; cognitive skills involve discerning digital information credibility within moral, legal, and ethical boundaries; and socioemotional skills involve responsible online behavior. Digital skills are crucial for managing technological infrastructure and internet access, essential for digital transformation and sustainable development (Radovanović, 2023).

Learning at school includes Citizenship Education, divided into civic knowledge, skills, and character/disposition. Citizenship education helps develop students' character through direct instruction and indirect teaching (Benaziria, 2018). Direct instruction involves natural character development, while indirect teaching involves building character through habituation and school culture. Teachers use indirect teaching to develop digital skills, enabling students to build digital citizenship, which includes digital literacy and responsible use of digital media and the internet (Slavković et al., 2024).

Character is visible behavior in daily activities and continuous self-improvement. Character as living values based on respect, cooperation, peace, freedom, honesty, happiness, compassion, humility, responsibility, tolerance, simplicity, and unity (Jeynes, 2019; Irwan et al., 2023). According to Lickona (2013), character components related to morals include moral knowing, moral feeling, and moral action.

Each country has its method of improving moral education/character education to strengthen students' character (Arif & Anwar, 2023; Sakti et al., 2024). Several studies have discussed the role of schools in this process. Some studies emphasize that the role of schools in implementing moral education should be based on the moral values contained in the cultural traditions of the region or country, whether integrated into learning models or digital textbooks. For example, moral education in Benaziria (2018) research is very effectively implemented in teaching music combined with nationalism, tradition, and cultural diversity. Other research states that in Turkey, teachers teaching moral education to students place more emphasis on the values of Turkish society. Moral education in Taiwan recommends involving the role of parents. In Malaysia, the internalization of morals through textbooks is based on the values of the multi-ethnic Malaysian nation. Research emphasizes integrating morals through English textbooks that highlight Indonesian culture, such as politeness, tolerance, and cooperation.

Moral education can also be taught using digital technology. Non-textbooks like fairy tales to integrate moral education in elementary schools.
Benaziria (2018) developed "morality play," a game model of moral education skills that trains moral intuition and moral reasoning. Radovanović (2023) developed a game to equip moral skills and solve moral problems. From these studies, a gap is identified that researchers can fill by developing a non-text digital book for lessons in the personality development category based on Pancasila morals, with one of the themes being "Rumi Sang Pemimpi".

METHOD
In this research, a mixed-method approach, combining qualitative and quantitative methods, is utilized to develop digital book applications. Creswell (2016) defines mixed research as the combination of both quantitative and qualitative approaches. The researchers employed the Research and Development (R&D) method to produce specific products and test their effectiveness. According to Borg and Gall, R&D consists of ten research steps, which can be simplified into three stages: preliminary research, product development, and product implementation (Borg & Gall, 2003).

The digital book being developed falls under the category of personality development non-textbooks. In this research, the product developed is a short story aimed at strengthening students' hard-working character. The subjects of this research were 156 eighth-grade junior high school students in Madiun City. The reason for selecting this school is that junior high schools in Madiun City are equipped with Chromebooks, which support digital-based learning.

**RESULT AND DISCUSSION**

**Development of Non-Text Digital Books**

The research and development results of digital books include the development of non-text digital books and the effectiveness of using these books. The development of non-text Civics digital books begins with a preliminary study to analyze the needs of teachers and students in PPKn (Civics Education) learning at school. This needs analysis was conducted through interviews with teachers and students, as well as observations of lessons. The findings indicate that both students and teachers are ready to implement digital-based learning, although several obstacles remain: the need for supplementary books characterized by flexible language and more contextual material to complement school textbooks, the necessity to integrate Pancasila values contextually as role models for students, ensuring that these values are effectively conveyed through the reading experience, and the need for books that are easily accessible to teachers and students via mobile devices, tablets, or laptops, while still addressing affective and psychomotor aspects.

Based on these constraints, a non-text Civics digital book application based on Pancasila morals was developed. The digital book is designed to be easily accessible on laptops, cell phones, or tablets. The criteria for the book include non-text lessons falling into the enrichment book category with the...
function of developing students' personalities through short stories. The target audience is specifically teenagers, regardless of educational level, adhering to the guidelines for writing non-text books from Puspurbuk, which state that such materials can be used by intermediate-level readers (level D). This is based on the Regulation of the Head of the Educational Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology number 30 of 2022 concerning book level guidelines.

Non-text books have several characteristics based on Dewayani (2018): they are supporting books used in learning activities at school, present material to enrich textbooks, are not published in series, contain material not directly related to basic competencies but aligned with learning objectives, are usable at all educational levels, and are presented creatively and innovatively, not bound by certain provisions. Based on these characteristics, a digital non-textbook on citizenship education was developed as a supporting book for junior high school students. The language used is light and accessible, targeting teenagers under 16 years old, ensuring that the moral message is easily conveyed. The book comprises short stories with themes containing Pancasila values, featuring characters developed by the author. One of the themes in the non-text digital book is "Rumi Sang Pemimpi".

This non-text digital book is grounded in values that adapt to contemporary developments, incorporating morals from literary works as a reading experience, and class activities that encourage freedom of expression. The values of Pancasila are central to this adaptation. The morals embedded in this literary work provide an impactful reading experience for students, illustrating good behavior in everyday life within family, school, and community environments. Various stories are presented in this digital non-text Civics education book, with themes that are fictional yet closely related to the students' surroundings. These stories aim to make the reading experience engaging and motivating, encouraging students to consistently apply Pancasila values in their daily lives.

The theme "Rumi Sang Pemimpi" presents a fictional story centered on character cultivation through morals in literary works, experienced by readers in family, school, and community settings. Rumi is a child who dreams of playing freely without burdens. Since childhood, he has lived with his grandmother, as both his parents passed away when he was young. Despite these limitations, Rumi remains patient and enthusiastic about pursuing his dreams. He aspires to achieve a high level of education, fulfilling his parents' hopes. Through hard work and perseverance, Rumi attains his goal of graduating. He studies while working and hones his skills by participating in organizations. This experience enables him to establish a literacy program for early childhood in urban areas, which eventually leads to him receiving awards and a call to study abroad.

The "Rumi Sang Pemimpi" theme embodies the values of the first and second principles of Pancasila. The first principle is reflected in Rumi's grandmother's gratitude for Mr. Bejo's return of the debt to Rumi and his grandmother, and in Rumi's gratitude for having a supportive grandmother. The second principle is demonstrated when Mr. Bejo returns the money to Rumi and his grandmother, showing his determination to repay his debt despite Rumi's father's death, as well as in Rumi's establishment of the folk literacy program to help children who have dropped out of school. Through these actions, Rumi exhibits high concern for those around him, reinforcing the second principle of Pancasila.
The character developed in the theme of "Rumi Sang Pemimpi" is hard work. This character is reflected when Rumi struggles to divide his time between studying and working part-time in a restaurant. Rumi undertakes these efforts to continue his studies and support both himself and his grandmother.

Non-text digital books, such as this one, are literary works in the form of short stories. According to Nurgiyantoro (2018), the morals in literary works represent the author's perspectives on the values intended to be conveyed to readers. Shapiro (1995) stated that morals in literary works are suggestions related to practical moral teachings interpreted within the story. Belshaw (2012) also supports this view.

The development of non-text Civics digital books based on Pancasila morals is grounded in the theory of moral development. Kohlberg's (1971) moral development theory emphasizes moral decision-making. To encourage students to make wise moral decisions, activities that involve arguments and present real moral dilemmas can be effective. Shapiro (1995) posits that if conducted optimally, such activities can significantly increase students' interest in moral thinking. In recent decades, efforts have been made to revive moral education to counter the rise in criminal and deviant behavior in modern society. Studies have shown that bullying is prevalent in schools, and issues of academic dishonesty, such as plagiarism and cheating, are widespread in academic communities (Birhan et al., 2021; Koh, 2012; Simon et al., 2004).

Kant asserted that morals originate from humans themselves, suggesting that moral education requires both self-education and guidance from others (Yuliatin, Husni, Hirsanuddin, & Kaharudin, 2021). Moral education can be integrated into family, school, and community environments. In schools, it can be incorporated into subjects like Pancasila and Citizenship Education in the 2013 curriculum or Pancasila Education in the independent curriculum. In this research, non-text Civics digital books based on Pancasila morals were used in Pancasila Education subjects to serve as moral education tools in junior high schools.

The implementation of moral education varies across countries. In China, moral education is based on Confucianism, which provides ethical and moral guidelines for human relationships.
(Cen & Yu, 2015). In Singapore, moral education is integrated into citizenship education to equip students with the competencies needed to face 21st-century challenges and conflicts (Koh, 2012).

In Indonesia, Pancasila and Citizenship Education plays a crucial role in developing national character. The moral values of the Indonesian nation are derived from the five principles of Pancasila. Moral development pertains to the rules and interactions with others. The content of non-text Civics digital books is entirely based on Pancasila values. The application of these books in the classroom aligns with Kohlberg's theory of moral development at the post-conventional level, which is suitable for children aged 13 years and above (Purba, 2022; Santrock, 2011). At this level, there are two stages: stage 5, which involves an orientation to agreements between individuals and their social environment, adopting a democratic attitude for decision-making aimed at societal benefits, and stage 6, which involves universal principles as a source for determining morally related behavior (Santrock, 2011).

At the post-conventional level, learning can be enriched by engaging activities in class, particularly those based on experiences or freedom of expression. Experiences can be gained not only outside the classroom but also through watching videos or reading stories. Carmichael et al. (2019) presented a very interesting classroom activity where students watched a video of a morally provocative incident, discussed the video, and then posted their responses. This research demonstrated that students' scores on a moral development quiz increased after participating in such activities that combined experiential learning and freedom of expression.

One approach to moral education is the clarification of values, which asks students to define their own values and understand the values of others. According to Pohan (2019), in this approach, teachers do not prescribe specific values that students should hold. Instead, the learning process with non-text Civics digital books based on Pancasila follows the value clarification approach. Researchers employed the Value Clarification Technique (VCT) model with a discussion method. During the learning process, students are encouraged to discover the values within the theme and identify positive character traits or behaviors exhibited by the story's characters that they can implement in their own lives.

This approach aligns with Kohlberg's theory of moral development, specifically at the post-conventional level (Santrock, 2011). At this level, there is an orientation towards agreement between individuals and their social environment, adopting a democratic attitude for decision-making to achieve the best outcomes for society. Discussion is an effective forum for developing democratic attitudes, reaching agreements, and making appropriate decisions.

In the learning process, students discuss the conflicts presented in the story themes. They identify the characteristics and values associated with the characters in the stories. By discovering these values, it is hoped that students will adopt and internalize these traits. The development of this non-text book aims to cultivate a hard-working character in students. Habituation and providing examples of good character can be achieved not only in real-life environments but also through motivational stories that inspire students.

**The Effectiveness of Digital Books**

Trials were conducted to determine the effectiveness of using non-text digital books by implementing an experimental class and a control class. In the experimental class, researchers provided learning using the non-text digital books they developed, while the control class
received no such treatment. This approach allowed for a comparative analysis to ascertain whether there was a noticeable difference in learning outcomes between the class using the non-text Civics digital books and the class that did not.

The study was applied to eighth-grade junior high school students in Madiun, utilizing an independent curriculum. Researchers employed the Value Clarification Technique (VCT) model to implement the non-text digital books. The implementation steps in Civics (PPKn) are explained in Table 1.

Table 1. The Implementation Steps in Civics (PPKn).

<table>
<thead>
<tr>
<th>No</th>
<th>Stage</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preliminary Activities</td>
<td>1. The teacher began the session with greetings and a communal prayer.</td>
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<tr>
<td></td>
<td></td>
<td>2. Students were motivated to achieve competencies and character traits aligned with the Pancasila student profile, which includes faith, independence, critical reasoning, creativity, teamwork, and global diversity—essential criteria for graduation.</td>
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<tr>
<td></td>
<td></td>
<td>3. Motivation was also geared towards developing the competencies and character traits outlined in BUDIPKN, such as religiousness, honesty, tolerance, hard work, patriotism, and a love for peace.</td>
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<td></td>
<td>4. The teacher explained the learning objectives and provided a concept map of the material to be studied in Chapter 1.</td>
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<td></td>
<td></td>
<td>5. A question-and-answer session was held regarding the upcoming learning material.</td>
</tr>
<tr>
<td>2</td>
<td>Core Activities</td>
<td>Determining the Stimulus:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Three students were asked to read an article from the textbook titled &quot;Uniting for National Glory&quot; aloud while others listened attentively. After reading, students were asked to identify and discuss the Pancasila values embedded in the reading, showing paragraphs that reflect these values. Together with the teacher, they concluded and agreed on the integrated Pancasila values.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The teacher explained Pancasila as the basis of the state and the nation's way of life using available textbooks, allowing for student questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The teacher introduced the BUDIPKN application, guiding students to download and install it.</td>
</tr>
<tr>
<td></td>
<td>Group Discussions</td>
<td>Students read the BUDIPKN theme &quot;Rumi Sang Pemimpi,&quot; with the teacher ensuring all students were engaged with the reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Discussions:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. The teacher divided the class into groups of 4-5 students each to discuss the story &quot;Rumi Sang Pemimpi,&quot; working on the reflection section at the end of the story. This involved determining the story's moral message, identifying Pancasila values, and emulating the character traits of Rumi.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The teacher provided guidance and support to students facing difficulties.</td>
</tr>
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<td></td>
<td>Testing the Reasons</td>
<td>Each group presented their discussion outcomes to the class, with other groups responding to the arguments presented.</td>
</tr>
</tbody>
</table>
|    | Summing Up:            | The teacher and students summarized the discussion, agreeing on the integrated Pancasila values and character traits from the story "Rumi
Students listen to the teacher's explanation. Students read non-text digital books.

Students discuss the story and work on the reflection section at the end of the story. Student presents about the results of their discussion in front of the class.

Figure 3. Student Activities.

The researcher conducted a two-sample difference test between the control and experimental classes to determine the difference in improvement in the mentioned aspects. Prior to the difference test, a normality test was performed to ensure the data met the assumptions for parametric testing. The normality test results confirmed that the data distribution was appropriate for further analysis. The following section presents the detailed results of data analysis using SPSS version 25, highlighting the statistical differences between the two classes and the impact of the implemented intervention.

Table 2. Data Normality Test Results.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Class</th>
<th>Test of Normality</th>
<th>Kolmogorov-Smirnov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard work</td>
<td>Experiment</td>
<td>df</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>156</td>
<td>.105</td>
</tr>
<tr>
<td></td>
<td></td>
<td>156</td>
<td>.081</td>
</tr>
</tbody>
</table>
The normality test results for the hard work aspect in the experimental class obtained a significance value of 0.105, while the control class obtained a significance value of 0.081. Since these values (0.105 and 0.081) are greater than the permitted significance level of 0.05, it can be concluded that the data on the hard work aspect of both the experimental and control groups come from a normally distributed population.

Following the normality test, the researcher conducted a homogeneity test using Levene's test. The homogeneity test aims to determine whether two or more groups of data samples are taken from populations with the same variance. The results of this data analysis, performed using SPSS version 25, are presented in Table 3.

Table 3. Homogeneity Test Results.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Levene Statistics</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hard work</td>
<td>1.622</td>
<td>1</td>
<td>310</td>
<td>.204</td>
</tr>
</tbody>
</table>

Based on Table 2, the significance value for hard work is 0.204. Since this value is above 0.05, it can be concluded that the variance of hard work in the control and experimental classes is homogeneous. Given that the normality and homogeneity tests indicated that the data were normally distributed and homogeneous, the researchers proceeded with a mean difference test on the aspect of hard work between the experimental class and the control class using the t-test. The results of the t-test using SPSS version 25 are presented in Table 4.

Table 4. Hard Work of the Experimental and Control Groups.

<table>
<thead>
<tr>
<th>Hard Work</th>
<th>Group</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Maximum</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Mean</td>
<td>39.20</td>
<td>35.59</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>3,777</td>
<td>3,631</td>
</tr>
<tr>
<td>N</td>
<td>156</td>
<td>156</td>
</tr>
</tbody>
</table>

Based on the table above, the average score for the hard work aspect in the experimental group is 39.20, while in the control group, the average score is 35.59. The minimum score for the hard work aspect in the experimental group is 26, whereas in the control group, it is 25. The maximum score for the hard work aspect is 45 for both the experimental and control groups. The table indicates significant differences in the hard work aspect between the experimental and control groups, as the significance value for the hard work aspect is less than 0.05. To determine the effectiveness of non-text digital books on citizenship education in strengthening the character of students in this research, the normalized gain score technique was used (Hake, 2002). The $\langle g \rangle$ value can be calculated using the formula proposed by Hake. Researchers used index criteria according to Hake, which include three categories: very effective criteria with a normalized gain index value greater than 0.70, moderately effective criteria with a normalized gain index value between 0.30 and 0.70, and less effective criteria with a normalized gain index value less than 0.30.

Table 5. Data on the Effectiveness of Cooperative Characters.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Class</th>
<th>Gain Score Value</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard work</td>
<td>Experiment</td>
<td>0.39</td>
<td>Effective</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>0.08</td>
<td>Less Effective</td>
</tr>
</tbody>
</table>
The hard work character in the experimental class obtained a gain score of 0.39, which is within the effective criteria. Meanwhile, a gain score of 0.08 was obtained in the control class, which is in the less effective criteria. The findings regarding the application of digital non-text Civics books, namely that there is effectiveness between the control class and the experimental class, confirm the opinion expressed by Shapiro that moral stories are practical moral teachings that readers can interpret (Nurgiyantoro, 2018). The presence of elements of moral teachings in non-text books in the form of literary works is often associated with the function of literature in building the character of readers (Nurgiyantoro, 2018). Literature plays a significant role in moving hearts and feelings (Nurgiyantoro, 2018). Thus, learning using non-text books in the form of literature is more affective and psychomotor than cognitive.

As a philosopher and literary expert, Aristotle believed that literature could function as a means and medium to purify the soul for both writers and readers. A person's feelings and thoughts can be opened after reading literary works. Meanwhile, for producers of literary works, their souls experience purification, there is relief, and they become open because they have succeeded in releasing all the burdens of their feelings and thoughts. This aligns with Abidin's opinion, who stated that literature is very appropriate to use to cultivate character education. The noble values of literary works can be used to shape students' personalities (Abidin & Atif, 2012). Literature can be considered a living entity rather than just an artifact. Literature written with all the nobility of human conscience is considered capable of guiding the path of truth.

A short story, recognized as a literary form conducive to character education, serves as an effective learning medium. Each short story features characters embodying diverse personalities, providing a rich array for character exploration. Themes woven into stories, encompassing religious virtues, honesty, tolerance, hard work, patriotism, and a love for peace, become pivotal in molding students. The intent is for students to swiftly internalize the moral values encapsulated in these narratives, subsequently applying them to their daily lives. The cultivation of the affective domain, aligned with attitude development, progresses from acceptance and appreciation to active practice, fostering a comprehensive and transformative educational experience (Saputra et al., 2016). These affective elements can be formed through the medium of short stories.

The character aspects integrated by researchers in non-text Civics digital books are based on Nurgiyantoro's opinion, including human relationships with God, and relationships with themselves and other humans (Nurgiyantoro, 2018; Hidayati et al., 2020). The character of hard work is included in man's relationship with God. In non-text Civics digital books, students gain experiences from the characters in the books as examples or guidelines for implementing them in everyday life. The success of character formation in students cannot be separated from the habituation activities carried out in the school environment. Books are a learning resource that can convey affective and psychomotor aspects to students.

The non-text Civics digital book model based on Pancasila morals can be a practical book model in strengthening students' character. This started with gradual testing through limited and
extensive tests carried out in the experimental and control classes. The draft model of a non-textbook for citizenship education based on Pancasila morals is feasible and can be applied in the classroom. The use of non-text Civics digital books based on Pancasila morals significantly influences the formation of students' character, particularly hard work.

CONCLUSION

The efficacy of the non-text Civics digital book model in shaping students' hard-working character has been substantiated through incremental testing, encompassing both limited and extensive tests conducted in experimental and control classes. The preliminary model of a non-textbook on civics education has demonstrated feasibility and practical applicability in the classroom. The adoption of non-text Civics digital books significantly impacts the development of students' hard-working character. Future research can expand the scope of the use of this non-text digital book by implementing it at various educational levels, such as elementary and high school, to test its effectiveness on different age groups. Additionally, further research can examine the impact of using non-text digital books on other character aspects besides hard work, such as honesty, tolerance, and social responsibility.

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