



Implementation of E-Book Creation Using a Culture and Civic Literacy Approach in Elementary Schools

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Abstract: *The e-book development strategy is a significant initiative designed to improve students' cultural literacy by incorporating local wisdom values into the educational framework. This methodology emphasises the importance of local culture, traditions, and life experiences as essential components for effective pedagogical practices. The initial stage of this process involves identifying relevant cultural elements, such as folklore, customs, regional dialects, and traditional values that are appropriate for the student demographic. These cultural components are carefully integrated into the e-book content, in line with the competencies outlined in the national curriculum. To enhance student engagement, the e-book is developed with interactive features that combine visual, auditory, and video media, thereby enriching the cultural understanding experience. The use of contextual and communicative language fosters a deeper connection between students and the instructional material presented. Additionally, the e-book includes reflective and creative activities, such as cultural projects, documentation of family traditions, or the creation of inspiring folk tales. This pedagogical approach makes the learning experience meaningful, enjoyable, and relevant, while respecting and instilling pride in cultural heritage. As a result, e-books not only enhance academic understanding but also play an important role in shaping students' character and cultural identity in the digital age.*

Keyword: *E-book Cultural and Civic Literacy*

1. INTRODUCTION

As we move forward into an increasingly interconnected world shaped by globalization, the educational landscape is faced with a myriad of new and complex challenges, particularly in the vital task of fostering a deep and nuanced understanding of cultural diversity, promoting citizenship values, and cultivating a sense of global pride among students and learners of all ages (Mulia, 2023). Therefore, it is of utmost importance that students are equipped with a comprehensive and broad understanding of different cultures, while simultaneously recognizing and appreciating their important role as global citizens, all of which must be rooted in their local values and traditions. Cultivating awareness of global diversity stands as an essential element in adequately preparing today's youth to navigate and adapt to the rapid and often unpredictable changes that characterize the modern world.

In the dynamic context of the 21st century, it is undeniable that cultural and civic literacy skills have become essential competencies that every individual must acquire and master in order to foster a genuine love, understanding, and commitment to preserving the unique and rich cultural heritage of their nation (Rifa Hanifa Mardiyah et al., 2021). Indonesia, a country

renowned for its extraordinary and diverse tapestry of ethnic groups, languages, traditions, and belief systems, has undoubtedly experienced the profound impact of global transformation as well. As a result, the capacity to appreciate and celebrate differences, to adapt seamlessly to ongoing change, and to approach diversity with an open mind and a wise disposition has become an essential requirement for thriving in contemporary society.

Through this lens of appreciation and adaptability, individuals can contribute meaningfully to the collective tapestry of humanity while respecting their own cultural identities. Thus, the imperative for educational institutions is clear: they must prioritize and integrate these values into their curricula to effectively prepare students for the challenges and opportunities that lie ahead in our interconnected world. Ultimately, by cultivating these skills and mindsets, we can empower future generations to navigate the complexities of global citizenship while remaining firmly rooted in their local cultural contexts.

In a contemporary landscape marked by rapid and extensive globalization, it is increasingly important for individuals to develop two key competencies, namely cultural literacy and civic literacy, as these skills are essential for meaningful

and active engagement in society. Cultural literacy encompasses an individual's capacity to not only understand but also to appreciate and interact effectively with the rich tapestry of diverse cultures that surround them (Bu'ulolo, 2021). This multifaceted skill set includes a deep awareness of different traditions, fundamental values, various languages, and an understanding of the unique cultural practices that define different groups. As articulated by Hirsch (1987), "Cultural literacy is the ability to understand and participate fluently in a given culture," implying that culturally literate individuals have comprehensive familiarity with the basic aspects of a culture, including language, customs, and symbolic representations, while also being equipped to engage deeply and meaningfully with the nuances and fundamental significance embedded in a particular social and cultural environment.

On the other hand, civic literacy encompasses individuals' understanding of the rights and responsibilities that come with citizenship, as well as the capacity to actively participate in democratic processes and contribute to decision-making that greatly affects the lives of individuals in a community. Thus, in order for individuals to navigate and thrive in an increasingly interconnected world, it is important that they not only develop these competencies but also recognize their importance in fostering a more inclusive and participatory society. Ultimately, cultivating cultural and civic literacy will empower individuals to contribute wisely and effectively to their communities, thereby improving the overall quality of civic life.

The perspective articulated by Levine and Lopez in their comprehensive report, titled *The Future of Civic Engagement*, emphatically asserts that "civic literacy is essential to the health of our democracy and the well-being of our communities," highlighting the profound need for individuals to have a strong understanding of their rights and responsibilities as citizens, the intricacies of the system of government, and the various avenues through which they can actively engage in the democratic process. It is through this depth of understanding and active participation that the fundamental framework of democracy can be effectively maintained, ensuring that individuals are not only able to thrive but also contribute to the overall prosperity and improvement of their communities.

However, the obstacles faced in efforts to improve these two different forms of literacy are very consequential and diverse. A large number of individuals, especially those in the younger demographic, seem to show significant deficiencies in their understanding of local culture and global cultural dynamics, while at the same time showing a lack of participation in meaningful civic engagement and activities (Rutten, 2020). These deficiencies are often linked to inadequate access to relevant and stimulating educational

resources, coupled with instructional approaches that fail to align with the cultural context of the learners involved.

According to a statement made by Banks in 2006, it has been proven that "Without a culturally relevant curriculum, students may feel disconnected from their education and detached from civic participation," which shows that when learning materials do not resonate with students' cultural backgrounds or are less relevant to their life experiences, these students may consider their educational journey less important and purposeful. Consequently, this disconnect can lead to scenarios where students grow increasingly indifferent or passive about their role in society and their contribution to the broader national life structure. In the face of this challenge, it is crucial that educators and policymakers work collaboratively to create a more inclusive and culturally responsive educational environment that actively engages all learners. Ultimately, fostering a sense of belonging and relevance in education is essential to empowering the next generation to become proactive and engaged citizens.

Within the framework of educational development, methodologies based on local cultural contexts offer many innovative solutions that are not only applicable but also highly effective. This specific pedagogical approach functions as an educational strategy that seamlessly integrates contemporary knowledge and invaluable wisdom embedded in local traditions, thereby enriching the overall learning experience (Oktavianti & Ratnasari, 2018). As articulated by Sugara and Sugito (2022), "A local culture-based approach can help students understand and appreciate their own culture as well as the cultures of others, which in turn can improve cultural literacy and civic literacy," highlighting the profound impact that such an approach can have on students' understanding of their own identity and the cultural diversity that exists around them.

By applying this culturally immersive approach, the creation and development of digital e-books focused on improving cultural and civic literacy can serve as a powerful tool for deepening students' understanding and engagement with these critical subjects. The content in these e-books can be carefully curated to include relevant, interesting, and accessible information, while also incorporating rich elements of local culture that can significantly increase students' interest and appreciation for their studies (Sugara & Sugito, 2022).

This particular research effort carries a significant level of urgency, especially in the context of contemporary globalization, where cultural literacy is rapidly becoming recognized as a critical skill that enables learners to not only understand but also appreciate the vast and complex cultural diversity that exists in the world around them. By incorporating e-books that adopt

a locally-centered approach, educators can provide students with deep insights into the rich traditions and core values embodied by these cultures, thereby facilitating a more meaningful connection between the knowledge acquired and the daily experiences and interactions of learners. Furthermore, the integration of advanced technology through the use of e-books not only increases the flexibility and accessibility of educational resources but also transforms the learning process into a more interactive and engaging experience, which has the potential to significantly increase student motivation and overall engagement levels (López-Escribano et al., 2021). Given these factors, it is becoming increasingly clear that embracing such innovative educational tools is essential to fostering an environment in which learners can develop their understanding of cultural diversity and strengthen their global competencies.

Carefully crafted e-books have the potential to inspire individuals to engage in critical thinking not only about their own cultural identities but also about the diverse cultural practices of others, while simultaneously encouraging collaborative efforts on projects rooted in cultural themes and contexts. Furthermore, the creation and integration of e-books specifically designed to enhance cultural literacy is anticipated to significantly improve educational standards, particularly in areas characterized by a rich tapestry of cultural diversity, thereby providing educators with innovative tools to deliver content in a way that is not only more engaging but also highly relevant to their students' lives (Sonia & Yuliani, 2023).

In addition, e-books serve as an invaluable resource for the preservation and dissemination of knowledge related to local culture, ensuring that young people are equipped with the necessary understanding to appreciate and uphold their cultural heritage, which is essential for maintaining cultural continuity in an ever-evolving world (Rizqi et al., 2020). Given these factors, it is clear that research in this domain has a considerable sense of urgency and has the potential to contribute significantly to improving students' cultural literacy, thereby influencing their personal growth and community engagement in meaningful ways. Therefore, the implications of developing such educational resources extend beyond mere academic achievement, reaching into the broader realms of cultural appreciation and social cohesion among diverse populations. Ultimately, strategic advances in cultural literacy through the use of e-books can pave the way for a more inclusive and understanding society, where individuals can live together harmoniously while celebrating their unique cultural backgrounds.

Therefore, this study aims to formulate an ethnopedagogical approach to e-book development in order to improve cultural and civic literacy. By developing e-books that are appropriate to the cultural context of the

participants, it is hoped that they will be encouraged to better understand and appreciate cultural diversity, as well as actively participate in civic life. Through this approach, it is hoped that cultural and civic literacy can be significantly improved, thereby creating a more inclusive and empowered society.

2. MATERIALS AND METHODS

The 4D method, which consists of four stages, namely Defining, Designing, Developing, and Disseminating, has proven to be a very effective and efficient approach in examining and formulating e-book development strategies based on local culture with the main objective of improving cultural literacy among students, especially in the context of formal education. In the initial stage, called Define, researchers carefully set very clear and measurable research objectives, namely to develop e-books that are not only informative but also capable of deepening and broadening students' understanding of the local culture in which they live.

Furthermore, during this process, a thorough and comprehensive needs analysis was conducted to identify the cultural characteristics of students and the relevant and significant cultural elements to be included in the e-book content. This was done through data collection methods such as surveys involving students and in-depth interviews with teachers who understand the cultural context (Al Azka et al., 2019). With this systematic and planned approach, it is hoped that the resulting e-book can serve as a useful learning resource, not only for students but also for teachers and the educational community as a whole, in a collective effort to promote and preserve local culture in this era of globalization.

Next, in the Design stage, researchers designed e-book content that included relevant cultural elements, such as folklore and local traditions, and determined the learning methods to be used, such as project-based learning or contextual learning. The visual design of the e-book was also taken into consideration to make it attractive and interactive, reflecting the local culture.

During the Research Development phase, the research team carefully developed an e-book prototype, utilizing a comprehensive design framework that had been established, while simultaneously conducting a series of internal trials aimed at thoroughly evaluating the functionality and overall quality of the content presented in the e-book. At this stage, they also diligently revised the content and design elements based on the constructive feedback they received from these trials. Furthermore, during the Disseminate stage, the newly developed e-book was strategically integrated into the classroom learning experience, enabling the collection of important data that would be rigorously analyzed to assess the real impact this e-book had on improving students' literacy and

cultural understanding. The findings and insights gained from this research effort are then carefully compiled into a comprehensive report that not only includes detailed analysis but also provides informed recommendations for future development, ensuring that the research findings are effectively disseminated through publication in leading academic journals and shared with other educational institutions to encourage wider socialization of the results (Alharbi, 2020; Hwang & Chang, 2018).

The population in this study was all students in schools with diverse cultural backgrounds. This population included students from elementary schools in Bandar Lampung. In addition, the population may also include teachers and educators involved in the learning process and curriculum development oriented towards local culture. Stratified sampling is a sampling technique that divides the population into several subgroups or strata based on certain criteria. First, researchers need to identify relevant strata, such as the cultural background, tribe, or ethnicity of students. For example, if the population consists of students from various ethnic groups, such as Javanese, Sundanese, and Batak, each ethnic group will be a different stratum (Iliyasu & Etikan, 2021; Nguyen et al., 2021). After the strata are identified, the researcher will take samples from each stratum.

In this way, each cultural group is represented in the sample, allowing for a more in-depth analysis of how ethnopedagogical e-books can influence cultural literacy among various groups (Etikan et al., 2016). This method has the advantage of increasing the accuracy and representativeness of the sample, as well as allowing researchers to perform comparative analyses between different strata. By applying stratified sampling, researchers can ensure that the research results reflect the cultural diversity of the students and provide more comprehensive insights into the effectiveness of e-books in improving cultural literacy (Taherdoost, 2016).

3. RESULT AND DISCUSSIONS

Research conducted during this specific phase only develops to the initial definition stage within the Research and Development model framework, which is an important end point in the overall process. The definition phase is a fundamental step that focuses primarily on comprehensive needs analysis and careful identification of various issues related to the object of investigation being studied. During this critical stage, researchers engage in a comprehensive examination of the actual conditions in the field, using various methods such as literature reviews, in-depth interviews, and direct observation, all with the ultimate goal of articulating the main issues that require resolution (Sugiyono, 2019).

In the specific context of research focused on e-book development, the definition phase includes

a detailed analysis of the curriculum, an assessment of the unique characteristics of the students involved, and a comprehensive evaluation of the teaching materials needed to align with the educational context found in the school environment. This careful analysis is crucial, as it ensures that the product developed is not only relevant to students' learning needs but also has the potential to significantly improve their literacy skills (Thiagarajan, Semmel, & Semmel, 1974).

Considering that this research is currently in the definition stage of the research process, the results obtained so far are limited to a preliminary review discussing the needs related to e-books, identifying relevant literacy indicators, and outlining a path for the development of the materials to be designed. The next stages of the research process, namely design, development, and dissemination, have not yet been implemented. Therefore, this research is primarily concentrated on mapping needs and conducting fundamental analysis, which serves as the basis for the development process that will follow. The decision to limit the research to only the specified stages is a strategic one, aimed at ensuring that the process of identifying needs is carried out with maximum depth and thoroughness before advancing to the product design and development phase. This approach is in line with the perspective put forward by Borg & Gall (1983), which emphasizes the importance of careful planning at the outset, as it significantly affects the overall quality of the final product that will ultimately be produced.

Needs analysis was conducted through direct observation and questionnaire distribution in schools, allowing direct insight into the current educational landscape. Initial observations revealed how students responded to the learning media used by their teachers in class. Furthermore, results gathered from interviews showed that teachers mostly relied on printed books as their primary resource. Given the rapid advances in technology, there was a clear need for teachers to incorporate more interactive forms of learning media into their instructional practices. Consequently, the development of flip PDF-based e-books was deemed important, as it was anticipated to facilitate and enhance the learning experience for students.

The findings from the analysis show that students tend to use mobile phones significantly more than they engage with printed books. Considering the conditions and needs of the current generation, the incorporation of e-books in PDF flip format is a relevant and effective alternative medium that can effectively support the learning process. This study has successfully produced teaching materials in the form of e-books, which have been designed with the explicit aim of improving students' literacy skills and are considered valid and practical from both a theoretical and empirical point of view. The

developed e-book manifests as a flipbook, complete with page transition effects that closely mimic the experience of reading a printed book. This innovative medium can be accessed via laptop or smartphone, with the ability for both online and offline use. Additionally, the e-book includes videos that can be played without requiring an internet connection, as well as hyperlinks that facilitate access to specific pages within the content.

Ambarita (2020) emphasizes that in the context of modern learning environments, there is a critical need for engaging innovations in learning media, one of which involves the development of more diverse electronic teaching materials. The e-book has undergone a validation process involving three different validators, including an education expert lecturer, a subject matter expert lecturer, and an experienced teacher, who assessed it based on various criteria such as presentation, content quality, and language use. Below is a comprehensive recap of the validation results for the developed e-book, offering insights into the effectiveness and quality of the educational resources that have been created.

Table 1. Recapitulation of the results of the validation of e-books with a Culture and Civic Literacy approach in Elementary Schools

No.	Dimension	Average Score
1.	Cultural Knowledge	4,69
2.	Cultural Appreciation	4,84
3.	Preservation & Participation	4,75
4.	Critical Analysis	4,69

After conducting a thorough analysis of the average scores across various dimensions, it became clear that the level of cultural and civic literacy demonstrated by respondents fell within the category of distinguished excellence. This conclusion is underscored by the average scores, which fall well within the range of 4.69 to 4.84, indicating a strong understanding and appreciation of cultural concepts. In particular, the dimension that received the highest score was related to cultural appreciation, which reached an impressive average of 4.84, highlighting the respondents' deep engagement with cultural elements. These findings convincingly show that respondents have a very positive disposition to recognize and appreciate the rich tapestry of values, artistic endeavors, traditions, and cultural practices common in their respective communities.

The high level of cultural appreciation serves as a significant indicator that respondents' awareness goes beyond mere knowledge; this is actively demonstrated through their respect and recognition of the diverse cultural heritage that exists. This multifaceted appreciation reflects a deeper understanding that encompasses not only

cognitive awareness but also emotional and social recognition of cultural diversity, as supported by the works of Haryanto (2017) and Creswell (2018). Consequently, this underscores the importance of fostering such positive attitudes toward cultural heritage, as they contribute to a more inclusive and respectful social framework.

Furthermore, the assessment of dimensions related to cultural preservation and active participation yielded a very high average score of 4.75, indicating a strong positive trend among respondents toward these critical aspects. This remarkable finding not only shows that respondents have a deep appreciation for their cultural heritage, but they also demonstrate a genuine commitment to actively engage in the preservation of cherished traditions and the invaluable local wisdom that accompanies them. Their enthusiastic participation in a myriad of cultural activities, occurring in both structured formal settings and more informal gatherings, clearly reflects their sincere concern for ensuring the longevity and sustainability of cultural values in the face of pervasive globalization that threatens to homogenize diverse cultural identities. Tilaar (2004) convincingly asserts that the active involvement of the community in the preservation and continuation of traditions is an important element in the overall process of fostering and building a strong and united national character.

Sementara itu, dimensi yang berkaitan dengan Cultural knowledge achieved an impressive average score of 4.69, showing a slight but significant decline compared to the dimension that evaluates cultural appreciation. Despite this marginal difference, it is important to note that these results are still categorized as excellent, indicating that respondents have a comprehensive and nuanced understanding of various cultural aspects, including but not limited to historical narratives, linguistic diversity, and complex social practices that permeate the daily lives of individuals in their communities. Such a strong foundation of cultural knowledge plays an important role in fostering an environment where appreciative and participatory attitudes can flourish, as a deep and thorough understanding of cultural elements will enable individuals to internalize the core values embedded in their traditions (Sugiyono, 2019), thereby enriching their overall cultural experience.

The final dimension considered, which relates to the ability to engage in critical analysis, also achieved an impressive average score of 4.69. In the broader context of cultural and civic literacy, this result indicates that respondents have the ability to assess, interpret, and critically evaluate emerging cultural phenomena in contemporary society. This capacity for critical thinking is fundamentally important in navigating the vast flow of global information that often introduces new values and perspectives, which can significantly influence and, at times, threaten local cultural

identities. By cultivating strong analytical skills, individuals are empowered to effectively filter and distinguish information, enabling them to maintain their cultural identity while simultaneously remaining open to the benefits and progress that modern advancement may offer (Purba et al., 2023).

Overall, the comprehensive results of this study clearly show that the level of cultural literacy and citizenship among respondents has reached a very high category, with an overall average score exceeding 4.60. This significant finding indicates that respondents not only have a strong understanding of cultural concepts but are also equipped to appreciate, actively participate in preservation efforts, and engage in critical analysis of the dynamic cultural landscape that exists in society. These findings are in harmony with the perspectives of various experts who emphasize that cultural literacy serves as a fundamental pillar in shaping a strong, competitive, and globally-oriented society that is ready to thrive in an interconnected world (Haryanto, 2017; Tilaar, 2004).

Table 2. Civic Literacy

No.	Dimensi	Skor Rata-rata
1.	Civics Knowledge	4,71
2.	Socio-Political Participation	4,51
3.	System & Policy Analysis	4,4
4.	Responsibility and Action	4,4

A comprehensive analysis of the average scores obtained from the survey results reveals that respondents' civic literacy falls within the commendable to exceptional category, with scores ranging from 4.40 to 4.71. In particular, the dimension that achieved the highest score among all aspects measured was identified as civic knowledge, which received an impressive score of 4.71.

This particular finding shows that respondents have a fairly deep understanding of the rights, responsibilities, and fundamental values that support the existence and governance of the nation and state. Such knowledge is crucial because it serves as a strong foundation for fostering a high level of civic awareness, especially when considered in the context of an approach to education, which emphasizes the importance of local wisdom and cultural values in enhancing citizens' understanding.

This perspective is in line with the scientific contributions of Tilaar in 2004 and Haryanto in 2017, which advocate for the integration of traditional knowledge into civic education. Consequently, the implications of this analysis highlight the importance of developing civic education informed by the local cultural context, which, in turn, can contribute to shaping more engaged and better-informed citizens.

The dimension of social and political engagement achieved an impressive average score of 4.51, categorising it within the commendable performance range. These findings indicate that participants demonstrated a significant level of engagement in various social and political endeavours; however, it is important to note that the intensity of this engagement has not yet reached the strong level observed in the dimension focused on civic knowledge.

By integrating the use of e-books into the learning process, this form of participation can be continuously enhanced by presenting real-life examples of democratic practices woven into everyday life, such as participatory deliberation activities or community-oriented mutual assistance practices, enabling students to understand the importance of political participation in a contextual manner that is in line with their social reality.

Regarding the dimensions related to system and policy analysis, as well as the responsibilities and actions arising from this evaluation, both categories have collected an average score of 4.40. This particular statistic indicates that respondents' proficiency in critically assessing the government framework, evaluating public policy, and demonstrating a sense of responsibility remains relatively lower than that observed in other dimensions of analysis. It should be noted that these two aspects play an important role in fostering citizens who have the ability to think critically, engage in reflective thinking, and produce viable solutions to pressing social problems. To address these identified shortcomings in the development of the e-book, it would be beneficial to include additional content in the form of case studies that encourage learners to analyse public policy through the lens of local cultural values, while simultaneously fostering the capacity to design concrete actions that can be implemented in their communities.

Discussion In the field of research dedicated to the development of electronic books, the initial phase, which is carried out meticulously, is a decisive stage that is very important in laying the foundation for the subsequent process. This particular stage plays an important role in identifying the specific needs of the target audience, analysing a myriad of problems that may arise, and ultimately formulating a strong and reliable foundation that will guide the product design trajectory and development process that will follow. As outlined by Thiagarajan, Semmel, & Semmel (1974), the determination stage encompasses several critical steps, including comprehensive end-to-end analysis, thorough examination of learner characteristics, in-depth task analysis, extensive concept analysis, and careful formulation of learning objectives. Consequently, this stage plays a very important role, as the results obtained from it serve as the main foundation on which the development of

e-books that are relevant and responsive to prevailing learning needs can be effectively built.

The first step in this determination stage is the implementation of an end-to-end analysis, designed to identify and explain the differences between the actual conditions observed in the field and the ideal conditions to be achieved. After conducting this analysis, it has been revealed that the pedagogical approach used in cultural literacy and civic literacy education is largely characterised by a reliance on general learning resources, which unfortunately do not take into account the local context as an integral component of the learning process. This prevailing condition has resulted in a situation where the internalisation of cultural and civic values among students has not reached its full potential, thereby limiting the effectiveness of educational outcomes. In fact, it is widely recognised that the application of learning strategies based on local wisdom has the potential to significantly enhance cultural identity while promoting the development of critical, compassionate, and responsible citizens, as stated by Budiarta (2023) and Indrawan et al. (2020).

Secondly, a comprehensive examination of the various characteristics exhibited by students is carried out carefully to gain deeper insight into their needs and preferences. In general, it is observed that students have a very high level of curiosity, which drives their desire for knowledge; however, they still need learning media that not only captures their interest but also engages them interactively and resonates closely with the context of their daily lives and experiences.

The use of e-books is considered highly suitable for this purpose, as they have the ability to seamlessly combine text, clear images, and illustrative graphics that relate to students' everyday experiences and realities. By utilising this medium, the learning process goes beyond mere cognitive engagement and also encompasses the affective and psychomotor domains, enabling students to draw meaningful connections between the cultural values and civic practices they encounter in real-life situations.

Third, an extensive analysis of tasks and conceptual frameworks was conducted with the explicit aim of describing and mapping the competencies that learners should aspire to achieve during their educational journey. With regard to cultural literacy, the learning pathway is strategically oriented towards fostering learners' ability to know, understand, appreciate and actively preserve their local culture in an enriching and sustainable manner.

Meanwhile, in the field of civic literacy, the focus is primarily on improving students' civic knowledge, encouraging their socio-political involvement, refining their ability to analyse various policies, and fostering a sense of responsibility as proactive citizens in their communities. Instructional

materials are presented through concrete examples taken from everyday life scenarios, such as participatory deliberation practices, collective community efforts known as *gotong royong*, and the application of customary law values, each of which reflects the basic principles of democracy and social cohesion that are important in contemporary society.

The defining phase of this educational initiative also includes the precise formulation of clear and achievable learning objectives. The main objective behind the development of this innovative e-book is to significantly improve students' cultural and civic literacy levels by providing contextual teaching materials that intricately weave together local values, while simultaneously encouraging active and enthusiastic student participation in the learning process. This objective is closely aligned with Creswell's (2018) statement that culture-based learning media have the potential to give deeper and more profound meaning to the overall learning experience, as they effectively connect students with their own identities and the environments that surround them.

As a result, the determination stage produced several critical findings that have substantial implications for the education framework. First and foremost, there is an urgent need for learning media that has the ability to intricately integrate elements of local culture into the civic education process in a meaningful way. Second, learners expressed a clear demand for learning resources that are not only more engaging but also interactive and tailored to their specific contextual realities. Thirdly, it is important to establish well-defined competency indicators that will actively support the improvement of cultural and civic literacy among students. All conclusions drawn from this analytical process serve as a solid foundation on which further research can advance to the next design phase of e-book development.

In short, the determining stage serves as an important foundation that ensures the strategic direction of e-book development is aligned with the authentic needs identified in the educational landscape. Without a complete and thorough analysis of these needs, the final product risks being ineffective or failing to align with the different characteristics and requirements of learners. Therefore, limiting research to the determining stage appears to be a strategically sound decision to ensure that the subsequent development process is focused and responsive to the identified needs, as supported by the works of Sugiyono (2019) and Borg & Gall (1983).

3. CONCLUSIONS

This comprehensive research effort was conducted meticulously and exclusively during the definition phase, with a particular emphasis on analysing the specific needs encountered during the development of e-books based on an ethnopedagogical framework. The insights gained from this thorough analysis indicate that learners demonstrate an urgent need for educational materials that are not only contextual but also interactive and relevant to their local environment, which is important for improving their understanding of cultural literacy and citizenship.

The culmination of the definition phase is marked by the precise identification of learner needs, an in-depth examination of learner characteristics and context, and the establishment of clear and measurable learning objectives, all of which play a vital role in guiding the subsequent creation of the e-book. As a result, this research effort builds a strong foundation that is essential for progressing to the next phase of the project, which focuses on the complex design of products specifically related to the cultural and civic environment in which learners exist.

Ultimately, the rigorous approach taken during the definition phase ensured that the subsequent stages of product development were well informed and aligned with the actual needs and context of the target audience. Thus, these findings not only highlight the importance of contextual relevance in educational resources but also underscore the need for a collaborative design process that actively involves learners in shaping their educational experiences.

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