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# Integrating Local Wisdom and Digital Literacy: The BAJI AMPE Poster Model for Anti-Bullying and Learning in Indonesian Primary Education

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**Abstract:** This study addresses two critical issues identified at UPT SPF SDN Mangkura V, Makassar-low mastery of poster concepts among Grade 4 students and a declining sense of safety caused by bullying. Although character education and digital literacy are mandated in the Merdeka Curriculum, limited models integrate these competencies with local cultural wisdom. To fill this gap, the study aimed to develop and implement the *BAJI AMPE-Based Poster Model*, an instructional innovation grounded in South Sulawesi values of *baji ampe* (good deeds, mutual respect, togetherness) and aligned with *Tudang Sipulung* principles. Using an action research design, the intervention was implemented with 27 Grade 4 students and consisted of three phases: (1) Awareness mini-research and group discussions on bullying; (2) Solution Co-Designing collaborative development of digital posters using Chromebooks and Canva with embedded local language elements; and (3) Action and Sharing presentation, school-wide and social media dissemination, and reflective journaling supported by formative assessment. The results show that 24 students (89%) achieved full mastery of poster concepts, while 3 students (11%) demonstrated partial mastery. School-climate data also indicate a 34.14% increase in students' perceived safety from bullying. The findings demonstrate that a culturally grounded, student-centered, and technology-supported learning intervention can simultaneously strengthen cognitive understanding and improve students' sense of safety. The study contributes a low-cost, replicable instructional model for primary schools seeking to cultivate 21st-century competencies and advance the Pancasila Student Profile.

**Keywords:** Character Education, Digital Literacy, Local Wisdom, Poster-Based Learning, Student-Centered Learning

## A. Introduction

Bullying and declining school safety remain persistent challenges in Indonesian primary education, undermining students' emotional well-being and engagement in learning. These issues stand in contrast to the aspirations of the Merdeka Curriculum

and the Pancasila Student Profile, which emphasize deep learning, character formation, cultural rootedness, and the development of critical, creative, collaborative, and communicative competencies (Cholifatunisa et al., 2025; Rosiyati et al., 2025; Surul & Shaleh, 2024). One instructional area that continues to show weaknesses is students' mastery of poster concepts an essential form of visual communication used for advocacy, public awareness, and social campaigns. Despite its relevance, many elementary learners struggle to translate ideas into effective visual messages, particularly when addressing sensitive themes such as bullying.

A growing body of literature highlights how student-centered learning, character education, and digital media integration can strengthen both academic and socio-emotional outcomes. Research on digital poster creation, anti-bullying programs, and project-based learning demonstrates increased engagement and improved communication skills (Imha et al., 2025; Prasetyo, 2023; Salsabillah & Tirtoni, 2025; Setiawan, 2024). However, existing studies tend to address these aspects separately. Limited empirical work examines a single instructional model that simultaneously improves poster literacy, develops character, and enhances the school safety climate. Even more scarce are studies that embed local cultural wisdom into digital, project-based learning workflows using tools such as Chromebooks and Canva. This gap indicates the need for an approach that unifies academic mastery, digital competence, and culturally grounded character development.

In the cultural context of South Sulawesi, the values of *Baji Ampe*—good deeds, mutual respect, and togetherness—and the communal ethic of *Tudang Sipulung* provide a rich theoretical foundation for designing respectful, collaborative, and dialogic learning experiences. These principles align naturally with modern pedagogical aims: promoting empathy, encouraging prosocial behavior, and fostering shared problem-solving. When integrated intentionally into classroom activities, local wisdom can strengthen students' moral reasoning and social awareness while supporting the authenticity of digital learning tasks (Swastikaningsih et al., 2023; Wathon, 2024). Responding to these needs and gaps, this study introduces and examines the BAJI AMPE-Based Poster Model, an instructional innovation that integrates local cultural values with digital poster design to address bullying while improving poster literacy. The model is designed as a low-cost, practical, and replicable solution aligned with the Pancasila Student Profile. Accordingly, the research question guiding this study is: How does the BAJI AMPE-Based Poster Model improve students' understanding of poster material and foster positive character development in primary education?

**B. Methods**

This study employed a classroom-based action research design, implemented in one full instructional cycle consisting of planning, action, observation, and reflection. The intervention lasted two weeks (6 instructional sessions), allowing sufficient time for

students to complete the BAJI AMPE learning sequence and for the teacher-researcher to collect pre- and post-intervention data. Participants were 27 Grade 4 students (ages 9–10) at UPT SPF SDN Mangkura V, Makassar, Indonesia. The school had recently reported bullying-related disruptions, making it a relevant site for implementing a socio-emotional and digital-literacy-based intervention. Parental consent and student assent were obtained prior to data collection. Students were informed about the purpose of the activities, and their anonymity was maintained in all reports. Permission was also secured for the dissemination of selected student posters through school social media platforms. All procedures adhered to school-wide child protection guidelines.

**Instruments**

1. Mini-Research Worksheet on Bullying
   Contained items prompting students to:
   a. conduct peer interviews about experiences witnessing or encountering bullying;
   b. categorize types of bullying (verbal, relational, physical, digital);
   c. summarize findings using simple charts;
   d. propose initial solutions.
   This worksheet was used to assess students' awareness and initial conceptual understanding.
2. Perceived Safety Scale
   A 5-item Likert-scale questionnaire adapted from the *Rapor Pendidikan* school climate indicator, administered before and after the intervention. Items assessed: feeling safe in class, in hallways, during breaks, around peers, and during school events (1 = very unsafe; 4 = very safe).
3. Poster Mastery Rubric
   A 4-dimension rubric assessing:
   a. message clarity,
   b. visual organization/layout,
   c. accuracy of poster conventions (title, text hierarchy, imagery),
   d. moral/value alignment. Full understanding = score ≥ 80%, Partial understanding = score < 80%.
4. Observation Checklist
   Used to record collaboration patterns, communication, task engagement, and prosocial behaviors during group work.
5. Student Reflection Journal
   Students wrote short reflections on what they learned about bullying, teamwork, and empathy. These journals provided qualitative affective data.

**Procedure**

The intervention followed the BAJI AMPE learning syntax, consisting of three phases:

1. Awareness (Active Learning & Interaction)
   Students conducted mini-research through peer interviews, identifying

bullying issues in their immediate environment. Group discussions and exploration of exemplar anti-bullying posters deepened their conceptual and moral understanding (Azizah & Sa'adah, 2025; Astina et al., 2024; Muhammad, 2024).

2. Solution (Applicative & Deep Learning)
   Teams co-designed digital posters using Chromebooks and Canva, integrating Makassar local language expressions and Baji Ampe values. Students negotiated text hierarchy, color choices, visual icons, and moral messaging aligned with the Pancasila Student Profile. Peer review sessions strengthened media literacy and critical thinking.
3. Action & Sharing (Participatory & Emancipatory)
   Students presented their posters, received peer responses, and refined their designs. Posters were printed and displayed in strategic school areas. Campaigns were extended through flag-ceremony presentations and publication on school social media (Hikmawaty et al., 2025; Kurniawan et al., 2024; Rahma & Al Rasyid, 2023). Students completed reflection journals and a formative cognitive assessment at the end of the cycle.

**Data Collection Timeline**

1. Week 1: Pre-test (poster literacy + safety scale), Awareness phase activities.
2. Week 2: Solution + Action & Sharing phases, post-test assessments, reflection journals.

**Data Analysis**

1. Cognitive Outcomes (Poster Mastery)
   Poster rubric scores were analyzed using descriptive statistics (mean, percentage mastery). Students scoring ≥80% were categorized as demonstrating full understanding, while those scoring <80% were classified as partial understanding.
2. Affective Outcomes (Safety, Empathy, Collaboration)
   a. The perceived safety scale scores were compared pre- and post-intervention using percentage change calculations.
   b. Observation notes were compiled and interpreted using descriptive coding (e.g., "empathetic response," "peer support," "role-sharing").
   c. Student reflection journals were analyzed using thematic analysis, identifying emerging themes of empathy, collaboration, and moral reasoning.

This combination of quantitative and qualitative analysis provided a comprehensive picture of both academic and socio-emotional outcomes.

## B. Results and Discussion

### Result

Academic Outcomes, after implementation, 24/27 (89%) students reached full understanding and 3/27 (11%) partial understanding of poster concepts (formative assessment). School Climate, the percentage of students feeling safe from bullying increased by 34.14% (Rapor Pendidikan 2023 indicator). Interpretation, results align with constructivist and student-centered learning: authentic inquiry, collaborative creation, real-audience communication, and reflective practice (Pertiwi et al., 2022; Prasetyo, 2023; Sajidin & Ashadi, 2021). Chromebook–Canva workflows enable authentic production and peer feedback(Djaafar & Marto, 2025; Mulyani & Dwi, 2024), while local wisdom (*Baji Ampe, Tudang Sipulung*) strengthens moral reasoning and cultural identity (Nunu, 2017).

Positioning in Literature. Findings are consistent with character-education and anti-bullying literature showing that student-led campaigns and visual media can reduce negative behaviors and enhance safety (Imha et al., 2025; Salsabillah & Tirtoni, 2025; Setiawan, 2024) Some reports caution that media alone is insufficient without structured reflection and whole-school participation; the BAJI AMPE syntax explicitly embeds reflection and school wide dissemination**,** addressing this gap. Answer to RQ. The model enhances poster literacy (clear jump to 89% full understanding) and fosters positive character and safety (sizable increase in perceived safety), supporting its effectiveness in primary classrooms.

### Discussion

The findings of this study show that the BAJI AMPE-Based Poster Model effectively addresses both components of the research question: improving Grade 4 students' mastery of poster concepts and fostering positive character development within the context of bullying prevention. The significant improvement in cognitive outcomes where 24 out of 27 students (89%) achieved full mastery and the 34.14% increase in perceived safety suggest that the model produced measurable gains in both academic and socio-emotional domains. These results affirm that a local-wisdom–infused, digitally mediated learning sequence can support the goals of the Merdeka Curriculum and the Pancasila Student Profile.

From a cognitive standpoint, the students' strong performance can be interpreted through established theories of active learning and project-based learning. The Awareness–Solution–Action syntax encouraged learners to engage in authentic inquiry, collaborate in designing meaningful artifacts, and communicate findings to real audiences. These processes reflect key components of constructivist learning environments (Pertiwi et al., 2022; Prasetyo, 2023; Sajidin & Ashadi, 2021).

Additionally, the use of Chromebooks and Canva aligns with the TPACK (Technological Pedagogical Content Knowledge) framework, which emphasizes that learning improves when technology, content, and pedagogy intersect meaningfully. International studies (e.g., Puncreobutr, Mishra & Koehler) highlight that digital creativity tools increase students' higher-order thinking skills by enabling iterative design, multimodal expression, and peer feedback. In this study, the digital poster workflow allowed students to visualize messages, adjust layouts, integrate local language, and refine ideas leading to deeper conceptual understanding of poster conventions.

The socio-emotional gains can be explained through positive youth development theory, which positions students as *agents of change* when they are given voice, responsibility, and public platforms. The Action & Sharing phase school-wide installations, flag-ceremony presentations, and social media dissemination empowered students to advocate for anti-bullying messages beyond the classroom. This empowerment enhances empathy, moral agency, and prosocial behavior. What distinguishes this model from generic anti-bullying programs is the integration of culturally embedded values (*Baji Ampe* and *Tudang Sipulung*). These values provided a familiar moral vocabulary—mutual respect, togetherness, good deeds that connected ethical messages to students' lived cultural identity. Research indicates that culturally grounded interventions strengthen internalization because students view moral action as part of their community heritage rather than as external instruction (Swastikaningsih et al., 2023; Wathon, 2024). This cultural resonance likely contributed to the substantial improvement in perceived safety and collaborative behaviors.

However, several limitations must be acknowledged. First, the study involved a small sample (n=27) drawn from a single school, limiting generalizability. Second, the absence of a control group prevents causal claims; improvements may partly reflect novelty effects or parallel school initiatives. Third, the action research cycle was short (two weeks), capturing immediate but not sustained outcomes. Fourth, the socio-emotional indicators relied partly on self-reported perceptions, which can be influenced by social desirability bias. Finally, the study focused on poster literacy; it did not measure other potential cognitive gains such as digital fluency or critical media literacy. Future research should adopt quasi-experimental or longitudinal designs, involve multiple schools, and integrate standardized measures of character development and school climate.

Positioning these findings in the broader literature, the study reinforces existing evidence that student-centered learning, digital media creation, and visual campaigns can enhance both engagement and school safety (Imha et al., 2025; Salsabillah & Tirtoni, 2025; Setiawan, 2024). It also aligns with studies showing the importance of reflective activities and school-wide dissemination for sustaining behavioral change. However, this study offers a unique contribution by demonstrating that the

integration of local wisdom with digital project-based learning may yield stronger socio-emotional impact than digital media alone. While some studies caution that posters and campaigns lack impact without deeper moral grounding, the BAJI AMPE Model addresses this by embedding moral reasoning, collaboration norms, and cultural identity directly within the learning process. Thus, this research expands the literature by proposing a culturally responsive digital-pedagogical model suitable for primary schools in Indonesia.

## C. Conclusions

The BAJI AMPE Based Poster model combining local wisdom and digital poster creation within a three-phase syntax effectively improves students' mastery of poster concepts and strengthens a positive, anti-bullying school climate. Implemented with 27 fourth-graders, outcomes show 89% full understanding and a 34.14% rise in students feeling safe from bullying. These gains emerge from authentic inquiry into a real school issue (bullying), collaborative design using Chromebook–Canva, and public dissemination that turns students into agents of change. The model is practical and low cost**,** requires primarily creativity and facilitation, and aligns closely with the Merdeka Curriculum and Pancasila Student Profile**.** Primary schools can replicate the syntax to integrate character education and digital literacy while addressing pressing social issues in context. Extend the model to other subjects and grade levels, employ experimental or mixed-method designs, and standardize measures for school climate and character development to strengthen generalizability.

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