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Development of the Picture Book “Aruna and Her Paradise” as a Tool for Teaching Moral Values Regarding Respect for Parents to Early Childhood Students at Daarul Wahdah

Miftahul Zanah¹, Dhita Paranita Ningtyas²

¹Universitas Trilogi, Jakarta, Indonesia, zanahm15@gmail.com.

²Universitas Trilogi, Jakarta, Indonesia, dhita@trilogi.ac.id.

Corresponding Author: zanahm15@gmail.com¹

Abstract: Self-control helps children understand the importance of respecting others, including their parents. However, self-control in children aged 5–6 years has not yet been fully internalized into the moral value of respecting parents. Based on this issue, this study is titled “The Development of the Religious Picture Book ‘Aruna and Her Paradise’ as a Medium for Teaching the Ethical Value of Respecting Parents to Early Childhood Students at Daarul Wahdah.” In line with the research title, the study aims to describe the development process of the picture book “Aruna and Her Paradise” and to assess the extent to which this book is suitable as a medium for teaching the moral values of respecting parents to early childhood students. This study employed a research and development method using the ADDIE model. Based on the research findings, the resulting product is a picture book that conveys moral values of respecting parents—specifically, love, politeness, and courteous language—and is supplemented with worksheets. The results indicate that the developed picture book meets the feasibility criteria, as validated by experts who rated it as “feasible” and “highly feasible.” The implementation results show that the media responded positively to the use of the picture book to teach moral values of respecting parents.

Keywords: Research and Development, Picture Books, Moral Values: Respecting Parents, Early Childhood.

INTRODUCTION

Early childhood (ages 0–6) is a crucial stage for human development, including the formation of moral character (Maghfiroh, 2024). The journal indicates that ages 5–6 fall within this period. The formation of moral character at ages 5–6 is based on the consequences experienced. The consequences experienced lead children to choose certain moral behaviors as a form of self-control. Therefore, children need to be accustomed to good moral behavior and given guidance regarding bad moral behavior they exhibit.

This phenomenon highlights the essential importance of instilling good moral behavior and providing appropriate guidance when children make mistakes (Nabila & Sit, 2024). The journal indicates that instilling good moral behavior and providing guidance are crucial methods because children tend to imitate the moral behavior demonstrated by adults. Furthermore, this approach enables children to undergo a process of understanding the good

and bad moral behaviors taught by parents, teachers, and others in their environment. As a result of this process, children learn to distinguish between and practice good moral behaviors while refraining from bad ones. Therefore, children can understand good and bad moral behaviors through modeling and guidance.

In children aged 5–6 years, the development of self-control leads to an increased sense of care and humility toward those in their immediate environment (Auriza et al., 2023). This ability helps children understand the importance of respecting others, including their parents. However, in reality, some children aged 5–6 years still exhibit disrespectful behavior toward both parents. The existence of these behavioral issues indicates that self-control in 5- to 6-year-olds has not yet been fully internalized into the behavior of respecting parents. Given this, the issue requires further attention.

Problems related to respecting parents are commonly observed, with children often taking their parents for granted and failing to demonstrate positive attitudes toward them (Dewi, 2024). The journal indicates that children exhibit poor behavior toward their parents. Furthermore, this points to issues in the moral development of 5- to 6-year-olds regarding respect for parents. An example of this issue is a child saying “Ah” when speaking to their parents. One way to address this issue is through guidance using picture books as concrete examples.

Picture books on moral values come in both digital and physical formats. An example of a digital picture book is one titled “Veli and Lita: True Friends.” This book contains a story accompanied by a guidebook whose content highlights local wisdom through the moral value of caring for others (Haryaningrum et al., 2023). An example of a physical book is “Everyday Morals” by Erna Fitriani. This book conveys moral messages about ethical values through its narrative. These values are presented through dialogues between characters and reinforced with illustrations that stimulate children’s understanding (Rizki et al., 2024). Therefore, picture books about ethics can provide concrete examples of ethical values through dialogues between characters, illustrations, and the moral messages presented.

Another example of a physical children’s picture book is the book titled “I Won’t Hurt Mom and Dad.” This book was written by Shita Handini. It features a picture story, a moral message about respecting parents, and a barcode for selected prayers. These examples demonstrate that the book’s components—the picture story and the messages embedded within it—serve as a medium for teaching moral values. Building on these books, the novelty of the developed book lies in the addition of worksheets for children. The worksheets utilize the picture story book as a basis.

The storybook component developed consists of a picture story accompanied by worksheets. This component can encourage children to learn about the virtue of respecting parents through worksheets that include writing activities. The worksheets serve to reinforce the teaching of moral values to children. An interactive storybook refers to a book that not only presents a story with illustrations but also invites the reader to participate (Shafrina & Bangun, 2023). Therefore, this book can encourage children to participate in learning the proper moral values they should practice to respect their parents.

Based on the discussion above, this study falls under the category of development research, or Research and Development (R&D). The development research in education conducted in this study uses storybooks as a medium to teach moral values of respecting parents, employing the ADDIE model. The values focused on in this study are compassion, politeness, and courteous language. The book development aims to create the picture book “Aruna and Her Paradise” and assess the extent to which this book is suitable as a medium for teaching moral values of respecting parents to early childhood students. This study is expected to produce a picture book suitable for stimulating children’s understanding of the moral values of respecting parents. Furthermore, this study is expected to contribute to moral education by serving as a reference for teaching materials for educators and parents.

METHODS

The type of research used is development research, or Research and Development (R&D). Development research, or Research and Development (R&D), in education is a process used to develop and validate the feasibility of a product (Slamet, 2022). The product to be developed is a picture book designed to teach children the moral value of respecting their parents. The subjects of this study were five children aged 5–6 years from the Daarul Wahdah Preschool. The study was conducted from April through June.

The research instruments consisted of instrument rubrics for media experts, content experts, and early childhood education experts, as well as a small-group pilot test. The research procedures followed the ADDIE model. The ADDIE model is a structured, individual-centered design that brings about direct, long-term change; is systematic; and employs a systematic approach to deepening human knowledge and learning (Siregar & Rhamayanti, 2025). This model consists of five stages: analysis, design, development, implementation, and evaluation.

The data collection techniques used in this study consisted of observation, interviews, documentation, and questionnaires. Observation is a technique used to collect data through direct observation of phenomena or behaviors observed in the field (Romdona et al., 2025). The researcher observed the children's ability to read picture books and their responses to the developed media. Interviews are a technique used to obtain data through direct interaction between the researcher and the research participants (Ardiansyah et al., 2023). The researcher conducted interviews with parents regarding children's moral values, specifically the value of respecting parents; interviews with children to assess their knowledge of the value of respecting parents and the characteristics of picture books they need; and interviews with teachers regarding picture books used to teach moral values. Documentation is a technique used to collect data derived from documents, archives, and other written materials related to the research phenomenon (Daruhadi & Sopiati, 2024). The data sources in this study were picture books available at the school. In addition, this technique was used to obtain photographs of research activities as visual evidence during the study. A questionnaire is a data collection technique that involves presenting a set of statements related to the research (Daruhadi & Sopiati, 2024). The researcher will distribute validation questionnaires to subject matter experts, media specialists, and early childhood education (PAUD) professionals. Based on the completed questionnaires, the researcher will be able to gather responses in the form of ratings using a Likert scale, suggestions, and feedback regarding the media.

The research analysis techniques consist of quantitative and qualitative data analysis. Quantitative data analysis will use the Inter-Rater Agreement Model, which involves rating levels by assigning scores (Slamet, 2022). Quantitative data will consist of assessments in the form of a suitability checklist using a Likert scale and children's abilities measured by scores. Qualitative data analysis employs descriptive statistical techniques, meaning the researcher will describe and interpret the data obtained from the appropriate assessment instruments (Slamet, 2022). Qualitative data consists of suggestions from the expert validation instruments. Expert evaluations use a percentage formula and a Likert scale (Jeneva et al., 2023), as follows:

Table 1. Likert Scale

Number	Rating
1	Poor
2	Fair
3	Good
4	Very Good
5	Excellent

$$\text{Presentage} = \frac{\text{Number of Respondents' Answers} \times 100\%}{\text{Highest Score}}$$

RESULTS AND DISCUSSION

Analysis

The results of the observations and documentation revealed that there are currently no picture books available at RA Daarul Wahdah that teach the moral value of respecting parents. Furthermore, while the existing picture books include worksheets for children, these are not directly related to the stories being told. In light of this, it is evident that there is a need to develop picture books. Therefore, this development research focuses on creating picture books accompanied by worksheets related to stories that teach the moral value of respecting parents.

The results of interviews with parents, teachers, and children indicate a need for picture books on the moral value of respecting parents that feature brightly colored illustrations, images that align with the text in the book, long sentences, and a narrative that illustrates the cause-and-effect relationships of behaviors that demonstrate respect for parents, behaviors that show a lack of respect for parents, and scenes depicting parents advising their children on the moral values of respecting parents in everyday life.

Other observation results showed that the children were able to recognize letters and read simple words fluently. However, it was found that the children did not yet demonstrate optimal fluency in reading words ending in “-nya” and words containing the “ng” sound. When reading, 3 out of 5 children did not pronounce the “-nya” ending fully but moved directly on to the next part of the word or sentence. In addition, 4 out of 5 children still required assistance in reading words containing the ‘ng’ sound. Therefore, picture storybooks should be developed using simple words and avoiding excessive use of complex word structures.

Design

1. Picture Book Design

The concept of a picture book that conveys moral values of respecting parents, namely the values of love, politeness, and courtesy. These values are demonstrated by the characters. Additionally, this book presents a story that aligns with the analysis and resolution of conflicts by teaching children moral values through guidance. The book also includes worksheets featuring illustrations and text. These worksheets relate to the topic of respecting parents and are completed by writing answers to the questions provided. The book is titled “Aruna and Her Paradise” and is A4 size. The font used throughout the book is TT Norms. The illustrations feature bright, vibrant colors. The text is in black. The initial stage of creating the picture book “Aruna and Her Paradise” involved the author and editor developing a storyboard. In the next stage, the illustrator created character designs for the book. These illustrations were imported into Canva to be combined with the text laid out in the storyboard, resulting in a digital picture book.

2. Lesson Plan

The purpose of developing a lesson plan is to guide classroom learning activities using the picture book “Aruna and Her Paradise” as a teaching resource.

Development

The media expert validation conducted on June 4, 2026, yielded a score of 29 points (58%) out of a maximum of 50 points, and the validation conducted on June 9, 2026, yielded a score of 40 points (80%) out of a maximum of 50 points. Based on the percentages, the media experts’ evaluation of the picture book on June 4, 2026, can be considered fairly adequate, while the evaluation on June 9, 2026, can be considered very adequate. The subject matter expert validation conducted on June 4, 2026, yielded a score of 44 points (88%) out of a maximum of 50 points, and on June 8, 2026, it yielded a score of 50 points (100%) out of a maximum of 50 points. Based on the percentages, the evaluation of the picture books by subject

matter experts on June 4, 2026, can be considered adequate, and on June 8, 2026, it can be considered very adequate. The validation by early childhood education experts conducted on June 4, 2026, yielded a score of 34 points (68%) out of a maximum of 50 points, and on June 8, 2026, it yielded a score of 40 points (80%) out of a maximum of 50 points. Based on the percentages, the evaluations of the picture book on June 4, 2026, and June 8, 2026, can be considered satisfactory. In addition to the evaluations, there were comments and suggestions regarding the picture book “Aruna and Her Paradise”. The following is the result of the second round of revisions to the book “Aruna and Her Paradise”:

Table 2. Revisions to Developed Products

Products Developed	Phase 2 Revision
a. Remove the editor's name b. Change the font and remove the bold formatting c. Move the age category to the bottom d. Keep “5+” instead of changing it to “6+”	
a. Change the page color b. Set the font size to 14pt c. Place the editor's name after the illustrator's name d. Remove the comma before “2026”	
a. Remove the robot character b. Replace the page content by adding a prayer for parents	

Products Developed
Phase 2 Revision

- Remove the speech bubbles so that each conversation is integrated into the narrative text
- Rewrite the dialogue to have Aruna's father scold her for speaking too loudly
- Move the narrative text below the illustration and make the text regular (not bold)
- Change the sentence "Okay, Aruna" to "Astaghfirullah"
- Replace the question with a statement urging Aruna to sit down



- Remove the speech bubbles so that each conversation is integrated into the narrative text
- Rewrite the dialogue to focus on polite speech
- Move the narrative text below the image and make the text non-bold



- Remove the speech bubbles so that each conversation is integrated into the narrative text
- Change the dialogue to have Aruna ask her mother to be the first to taste the cake
- Move the narrative text below the illustration and make the text regular (not bold)



- Remove the speech bubbles so that each conversation is integrated into the narrative text
- Rewrite the dialogue to have the mother advising Aruna on manners
- Move the narrative text below the illustration and make the text regular (not bold)

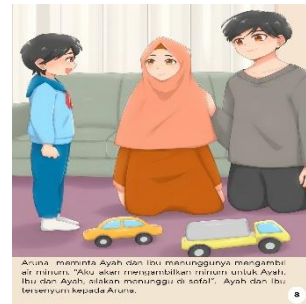


- Remove the subtitle and replace it with the next page
 - Change the question to an imperative sentence in which Father asks Aruna to bring him a glass of water
 - Remove the speech bubbles so that each conversation is integrated into the narrative text
- The narrative text is moved below the illustration, and the text is not in bold



Products Developed

- Remove the speech bubbles so that each conversation is combined with the narrative text
- Remove the father's dialogue so that only Aruna's dialogue remains
- The narrative text is moved below the image, and the text is not in bold

Phase 2 Revision


- Remove the speech bubbles so that each conversation is integrated into the narrative text
- Add the phrase "Alhamdulillah" to the father's dialogue
- Move the narrative text below the image and make the text regular (not bold)



- Remove the speech bubbles so that each conversation is integrated into the narrative text
- Add the word "Masyaallah" to the father's dialogue
- Move the narrative text below the image and make the text regular (not bold)



- Delete the robot
- Replace the contents of the worksheet with information about the moral values of respecting one's parents as found in the story

Setelah membaca kisah "Aruna dan surganya", apa saja nilai yang terdapat pada kisah tersebut?

1.
2.
3.

- Removing the robot
- Removing the text from the image
- In the illustration of Aruna, her hands have been changed so that she has her hands on her hips



Products Developed	Phase 2 Revision
a. Remove the text about the benefits of the storybook and include it in the foreword on the inside back cover	
a. Remove the robot	
b. Move the prayer for parents to the page following the foreword	
c. Add the book title	
d. Add the illustrator's biography	

Implementation

Based on the results of observations using a small-group assessment instrument, Child A scored 60, representing 93.75%; Child B scored 57, representing 89.06%; Child C scored 56, representing 87.50%; Child D scored 55, representing 85.93%, and Child E scored 53, representing 82.81%. The total score from the five children was 273, with an average score of 56.2 out of a maximum possible score of 64. Based on the feasibility percentage calculation, the result was 87.81%, which falls into the “very good” category. These results indicate that the picture book “Aruna and Her Paradise” is suitable for use in teaching children aged 5–6 years the moral value of respecting parents.



Figure 1. Implementation Activities

Evaluation

Based on the results of the media expert validation on June 4, 2026, the material was categorized as “fairly suitable.” Regarding the media components, the material was rated “fairly good” in terms of the alignment of the images with the learning objectives, the consistency of the characters’ expressions with the text in the story, and the ability of the images to illustrate the story’s content. Meanwhile, in these aspects, some elements were rated as less than good regarding the images’ ability to clarify the story’s text, the ease of reading for children related to font size, the ease of understanding the text due to the font type used, and the neatness of the text layout. Regarding the completeness of the media components, the presentation of worksheets for children was rated as good. Regarding the effectiveness of the media, safety for children was rated as good, and the media’s ability to make the explained material concrete was rated as fairly good. In the results of the media expert validation conducted on June 9, 2026, the assessment of the media was categorized as acceptable.

Based on the results of the subject matter expert validation on June 4, 2026, the material was categorized as highly appropriate. In terms of the relevance of the media components to the material, the assessment was good regarding the story’s main character, who demonstrates the moral values of obedience to parents, speaking calmly, not raising one’s voice at parents,

and using respectful language toward parents. In terms of content accuracy, the presentation of images, text, and worksheet material regarding the moral value of respecting parents was rated as good. In terms of content appropriateness, the story in the book was rated as very good for providing guidance on respecting parents, and the story's content embodies the values of love, politeness, and courteous language. Subsequently, the researcher revised the product to address shortcomings in the media. In the expert validation of the material conducted on June 8, 2026, the assessment of the media was categorized as highly appropriate. In terms of the relevance of the media components to the material, the accuracy of the material, and the appropriateness of the material, the ratings were very good.

Based on the validation results by early childhood education experts on June 4, 2026, the book was categorized as suitable. In terms of the media's usefulness, it was rated as fairly good regarding the stories in the book's ability to support the stimulation of moral, language, and cognitive development. In terms of content suitability, it was rated as good regarding the relevance of the story themes to children's moral values of respecting parents, and the stories in the book demonstrate the moral value of obedience to parents. Meanwhile, in this aspect, the story was rated as fairly good in demonstrating the moral values of politeness and respect toward parents. Regarding the appropriateness of presenting moral values, the assessment was good in terms of how the plot teaches and the characters exemplify the moral values of respecting parents. Meanwhile, in this aspect, the story's content was rated as "fairly good" regarding its accuracy in conveying the moral values of respecting parents. Subsequently, the researcher revised the product to address the media's shortcomings. In the validation results by early childhood education experts conducted on June 8, 2026, the media was categorized as "acceptable." In terms of the media's usefulness and the appropriateness of its content, it was rated "good." Meanwhile, regarding the appropriateness of presenting moral values, the story's plot was rated "very good" for teaching the moral value of respecting parents; the story's characters were rated "good" for setting an example of the moral value of respecting parents; and the accuracy of the story's content in conveying the moral value of respecting parents was rated "fairly good."

Based on the results of the small-group suitability test, this book is deemed highly suitable for teaching the moral value of respecting parents. Based on the data regarding the suitability of the picture book "Aruna and Her Paradise" in terms of media appeal, the results show that children were interested in looking at the illustrations in the book, were enthusiastic about following the story from beginning to end, responded to the pictures and the story being read aloud, and still required teacher guidance in paying attention to the book during reading activities. Regarding ease of use, the children were able to see the pictures clearly, easily follow the plot, and understand the language in the story; however, some children still required guidance when answering simple questions related to the story's content. In terms of understanding the moral value of respecting parents, children demonstrated an ability to give examples of actions they have taken to help their parents and to distinguish between polite and impolite behavior toward parents; however, most still require guidance on how to speak gently to their parents, such as asking for permission politely. Regarding children's responses to media, the results show that children feel happy after storytime activities; they express a desire to listen to or read the stories again; and they still need guidance to be motivated to emulate the good moral character demonstrated by the character Aruna.

Discussion

The results of the reading ability analysis align with Jean Piaget's theory, according to which children aged 5–6 years are in the preoperational stage (ages 2–7/8 years) and are beginning to recognize and use symbols—such as words, pictures, expressions, and gestures—that represent things. These symbols are found in picture storybooks. The function of symbols is to provide children with the opportunity to represent objects or events that are not currently in front of them by mentally reconstructing them through the medium of symbols or distinguishable signs (Piaget & Inhelder, 1969). Furthermore, the children's reading ability aligns with the typical reading ability of 5- to 6-year-olds. The reading ability of 5- to 6-year-olds is their ability to look at pictures to identify letters, syllables, and words that represent the images, thereby enabling them to read words in simple sentences (Waspada & Sukam dini, 2023). The results of the design phase were tailored for children aged 5–6 years. Picture storybooks for children aged 5–6 years are characterized by simple illustrations, allowing children to freely interpret the meanings of the objects and situations depicted, and featuring meaningful characters and storylines (Adwiyah et al., 2022). Selain itu, rancangan buku cerita bergambar sesuai dengan perkembangan akhlak yang dialami anak usia 5-6 tahun yang berada tahap pra-konvensional dalam teori Kohlberg. Pada tahap ini, anak peka terhadap aturan tradisi serta label baik dan buruk, benar atau salah dengan memaknai label-label tersebut berdasarkan konsekuensi fisik atau hedonistik dari suatu tindakan yang berupa hukuman, hadiah, dan pertukaran keuntungan (Kohlberg, 1976). Oleh karena itu, rancangan buku cerita bergambar untuk memberikan gambaran hasil konsekuensi dari akhlak yang dilakukan melalui kisah “Aruna dan Surganya” dalam pembelajaran.

Tahap pengembangan, peneliti melakukan validasi oleh ahli untuk mendapatkan penilaian kelayakan dan saran perbaikan dengan menggunakan instrumen validasi ahli media, materi, dan PAUD. Hasil validasi pada tahap pertama menunjukkan bahwa buku cerita bergambar “Aruna dan Surganya” termasuk dalam kategori cukup layak (58%), layak (68%), dan sangat layak (88%) digunakan sedangkan hasil validasi tahap kedua menunjukkan termasuk dalam kategori layak (80%) dan sangat layak (100%) digunakan dalam pembelajaran. kategori media sesuai dengan persentase dalam kategori cukup layak (41-60%), layak (61-80%), dan sangat layak (81-100%) (Uska et al., 2022). Suggestions for improvement were provided regarding the illustrations, the narrative, the dialogue between characters in the storyline, the use of fonts, the worksheets, and supplementary components in the picture book. The improvements made to the material led to a revised assessment of the suitability of the picture book “Aruna and Her Paradise.” During the implementation phase, teachers used the picture book with the storytelling teaching method. This model aligns with Jean Piaget's theory of adaptation. Essentially, adaptation can be defined as a balance between assimilation and accommodation—or the balance of interaction between the subject and the object (Piaget, 2005). The relationship between this theory and the implementation of the storytelling learning model is as follows: children engage in assimilation when they connect the story to the moral value of respecting parents—a behavior they know they have previously practiced—and they engage in accommodation when, after reading, they gain a new understanding that the behavior they previously practiced is an expression of the moral value of respecting parents that must be practiced. In addition, during this stage, the researchers observed classroom learning in terms of the media's appeal, ease of use, children's understanding of the moral value of respecting parents, and children's responses to the media. Based on these four aspects, a score of 87.81% was obtained, which falls into the “very good” category. This percentage indicates that the developed media enables children to clearly grasp the material even when they are only viewing it. Based on this, it aligns with the primary function of media as a learning tool for

children, enabling them to clearly grasp the material presented even when it is only viewed (Zahwa & Syafi'i, 2022). Furthermore, children's responses—whether spontaneous or guided—related to the use of media in learning align with the stages of social learning theory: the attention stage using picture storybooks as the medium; the memory stage, where children's responses demonstrate their understanding of the observed story, enabling them to replicate what they have seen; the reproduction stage, through children's responses as they begin to imitate the moral behaviors observed in the book; and the motivation stage, through positive consequences for demonstrating these moral behaviors, which motivate children to imitate them. The results of these experiments show that modeling and social reinforcement are two learning conditions that play a crucial role in changing children's moral judgments (Bandura & McDonald, 1963). Therefore, the picture book "Aruna and Her Paradise" serves as an excellent model to emulate.

During the evaluation phase, the final assessment of this book's suitability—based on validation by media experts, content experts, and early childhood education experts—was rated as suitable and highly suitable. Additionally, the media's shortcomings, as identified through expert validation regarding the presentation of moral values, were categorized as "fairly good" in terms of the values of respecting parents, which were conveyed appropriately. Meanwhile, the suitability assessment through a small-group pilot test during implementation indicated that this book is suitable—rated "very good"—for teaching the moral value of respecting parents, based on the media's appeal, ease of use, children's understanding of the moral value of respecting parents, and children's responses to the media. The shortcomings in implementation were identified through children's responses, which emerged with teacher guidance across all aspects. The evaluation results indicate a formative evaluation. Formative evaluation is an assessment of activities conducted during the development and implementation process (Siregar & Rhamayanti, 2025). Therefore, an evaluation of the results of the media expert validation and the small-group pilot test indicates that the picture book "Aruna and Her Paradise" is suitable for use in the classroom; however, it has some shortcomings in areas that were rated as "fairly good" and still requires teacher guidance for children to demonstrate appropriate responses.

CONCLUSIONS AND RECOMMENDATIONS

Regarding the development of the picture book "Aruna and Her Paradise" as a medium for teaching moral values of respecting parents to 5- to 6-year-old children at RA Daarul Wahdah, it can be concluded that the resulting product is a picture book that conveys moral values of respecting parents—namely, love, politeness, and proper language use, and is accompanied by worksheets. This picture book was developed through the stages of analysis, media design, expert validation, and media revision, culminating in the final version of the picture book "Aruna and Her Paradise." Regarding the suitability of the picture book "Aruna and Her Paradise" as a medium for teaching moral values of respecting parents to 5- to 6-year-old children at RA Daarul Wahdah, it can be concluded that the final results of the expert validation indicate that the picture book "Aruna and Her Paradise" falls into the "suitable" (80%) and highly suitable (100%) as a medium for teaching moral values regarding respect for parents, and the results of the suitability percentage calculation using a small-group test instrument indicate that the picture book "Aruna and Her Paradise" falls into the "very good" category (87.81%) as a medium for teaching moral values regarding respect for parents

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