

Strengthening Moral Values Using Prophet Story E-Books for Children Aged 5–6 Years

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ABSTRACT

Problems concerning moral values among early childhood learners in school settings include dishonest acts such as deceiving friends, lying, taking belongings without permission, damaging peers' toys and denying responsibility, as well as displaying domineering behavior toward others. Based on these issues, this study aims to examine the effect of strengthening moral values through the use of prophet story e-books among children aged 5–6 years. The study involved a population of 30 children, with the research sample consisting of children aged 5–6 years at TK Pertiwi 2 Dadi, Plaosan District, Magetan Regency, East Java. The research was conducted in May 2025. Data collection techniques included observation, documentation, and questionnaires. A quantitative approach was applied using an experimental method with a pre-experimental design, namely a one-group pretest-posttest research design. The findings revealed that strengthening moral values using prophet story e-books proved highly effective. This is evidenced by a significant increase in the mean score from 120.83 in the

pretest to 141.60 in the posttest, indicating an improvement of 20.77 points or approximately 17.2%. It can therefore be concluded that the use of prophet story e-books has a significant impact on strengthening moral values in children aged 5–6 years.

Introduction

In early childhood, the age of 5–6 years represents a golden period in the formation of moral values and character. Government Regulation No. 57 of 2021 on National Education Standards states that the developmental achievement standards for early childhood include several aspects, namely moral and religious values, physical-motor, language, cognitive, and socio-emotional development (Rukiyati et al., 2023). The rapid development of children's brains makes them keen imitators of what they see, hear, and feel in their surroundings, which they are likely to replicate (Kartini et al., 2022). At this stage, children begin to develop an understanding of what is considered right and wrong and learn to distinguish between good and bad behavior through the real examples they encounter in their environment. Therefore, it is crucial to pay attention to early childhood education, including moral education (Gusmayanti & Dimiyati, 2021). Children who demonstrate good and polite behavior in line with moral values are the hope of parents, society, and the government (Zainuddin et al., 2022).

Morality is synonymous with character and ethics. According to John Dewey (Fitria & Rayhani, 2023), morality refers to matters relating

to ethical values. Morality is the ability to learn the difference between right and wrong and to understand how to choose between them. This understanding is also noted in Oswalth's article (2017) as cited in Novayanty (2021). According to Jambon & Smetana (Azzahra & Nur, 2025), children's morality is influenced not only by social environments such as family and community, which teach rules and norms, but also by the children's own cognitive development. Indonesia is one of the countries that places great importance on moral education (Dzaky, 2022). Kilpatrick's philosophical discussion highlights that many experts differ in their perspectives on ethics, moral values, and religion, which has led to the ongoing development of moral education (Juhriati & Rahmi, 2021). Therefore, instilling moral values in early childhood is essential to help them grow into virtuous individuals with positive behavior.

According to Briggs and Sanaky (Serina et al., 2024), instructional media refers to technologies or methods that effectively convey information to students and facilitate their learning process at school. In today's digital era, technology-based learning media are increasingly in demand, one of which is the prophet story e-book. An e-book is a very practical and portable platform since it can be accessed through any device. Technological media that use computers to present information in the form of text, images, audio, and other multimedia in a concise and dynamic way—accessible through computers or other electronic media—are referred to as digital books or e-books (Serina et al., 2024).

The use of e-books can serve as an innovative effort in delivering learning materials digitally with various colors, shapes, features, and multimedia that attract learners' attention (Wahiddah et al., 2022).

Through stories of prophets, children not only learn about important figures in religious history but also adopt their moral values. In Islam, it is obligatory to recognize the 25 prophets mentioned in the Qur'an, from Prophet Adam AS to Prophet Muhammad SAW. The prophetic stories used are those of the Ulul Azmi prophets, who are messengers of Allah SWT that demonstrated exceptional steadfastness and patience in delivering His teachings (Adityawan et al., 2023). In carrying out their prophetic duties, these prophets faced numerous trials, challenges, and conflicts (Ahmad & Hermansyah, 2024). There are five prophets classified as Ulul Azmi, namely Prophet Nuh AS, Prophet Ibrahim AS, Prophet Musa AS, Prophet Isa AS, and Prophet Muhammad SAW.

In reality, children's moral values are still relatively low and have not yet met societal standards. Problems observed in school environments include dishonest acts such as deceiving friends, lying, taking others' belongings without permission, damaging friends' toys and denying responsibility, and showing domineering behavior toward peers (Fatimah et al., 2023).

Relevant studies include Novayanty (2021), which found improvements in children's moral behavior from the pre-research stage to the end of Cycle II. Another study by Widyaningsih (2022) revealed

that storytelling with prophetic narratives can instill character values in early childhood. Furthermore, research by Wahiddah et al. (2022) showed that the *Ihsan* story e-book helped teachers in the learning process because of its engaging and interactive design, new features such as the song of the five Ulul Azmi prophets, accompanying audio, and integrated digital games. These features made learning activities more varied and attractive for students.

Based on these issues, this study aims to investigate the effect of strengthening moral values using prophet story e-books among children aged 5–6 years. The research is expected to yield results that demonstrate the internalization of moral values in children and their application in daily life.

Methods

This study employed a quantitative approach to describe the implementation of strengthening moral values using prophet story e-books among children aged 5–6 years. According to Creswell & Creswell (2018), quantitative research is an inquiry into a social problem based on testing a theory consisting of variables, measured with numbers, and analyzed using statistical procedures to determine whether the predictive generalizations of the theory hold true. Kasiram (2008) further defines quantitative research as a process of acquiring knowledge by using numerical data as tools to analyze information about the subject under investigation (Abdullah et al., 2022). The quantitative approach in this study applied an experimental method

with a pre-experimental design, namely the one-group pretest-posttest research design.

The research population consisted of 30 children, with the sample being children aged 5–6 years at TK Pertiwi 2 Dadi, Plaosan District, Magetan Regency, East Java. The research was conducted in May 2025. Data collection techniques included observation, documentation, and questionnaires. Observation was conducted by directly observing the subjects. Documentation involved gathering data and information in the form of books, archives, documents, written numbers, images, reports, or other records that supported the research. The questionnaire was a tool used to collect relevant data with high validity and reliability. It consisted of a series of written questions that respondents were required to answer, relating to the research topic in accordance with the field of study.

Instrument processing procedures used data validity and reliability tests. Data analysis involved normality tests, hypothesis testing, and simple linear regression analysis (Darma, 2021). The normality test was conducted using the Kolmogorov-Smirnov method, since the sample consisted of 30 respondents. Hypothesis testing used the paired sample t-test to determine whether there was a significant difference between the pretest and posttest results. Simple linear regression analysis was employed to measure the magnitude of the influence of the independent variable (moral values) on the dependent variable (prophet story e-book media).

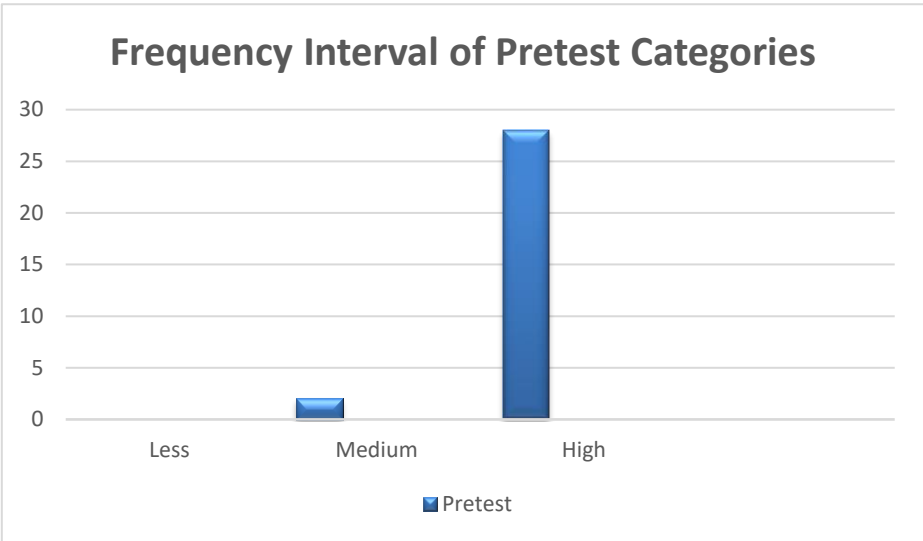
Result and Discussions

Based on the findings of the study on the effect of using prophet story e-books to strengthen moral values among children aged 5–6 years, it was discovered that the implementation of prophet story e-books had a significant positive impact on the development of children's moral values at this age. Data obtained through observation, documentation, and questionnaires indicated an increase in children's understanding of moral concepts. According to Ministerial Regulation of Education and Culture No. 137 of 2014 on the National Standards for Early Childhood Education, moral values that must be instilled in young children include honesty, helpfulness, politeness, respect, and sportsmanship (Ulya, 2023). The data analysis results are presented below, reflecting the research findings related to the experiment on strengthening moral values using prophet story e-books for children aged 5–6 years.

Pretest Category Results

The initial influence was measured from the pretest results, categorized as follows:

Figure 1. Frequency Interval of Pretest Categories



The diagram above shows the pretest results: none of the children fell into the low moral value category, two children were in the moderate category, and 28 children were in the high moral value category. The descriptive statistical results are as follows:

Table 1. Descriptive Statistics of Pretest

N	Minimum	Maximum	Mean
30	96	143	120.83

The table indicates that the sample size was 30 children. The minimum pretest score was 96, the maximum was 143, and the mean was 120.83.

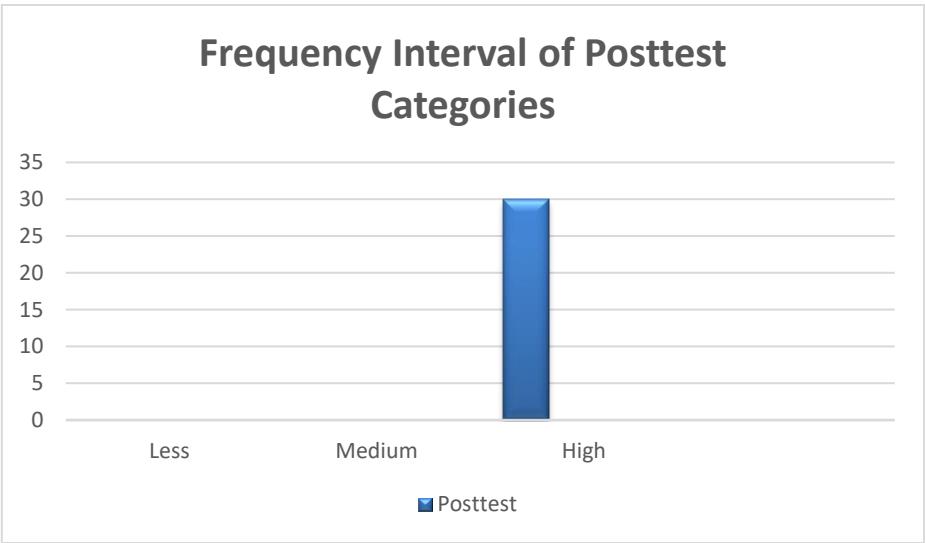
The average pretest score of 120.83 suggests that, in general, children already possessed a basic understanding of moral values, though still at a level that could be further developed. The lowest score indicates that some children had only moderate understanding and required special attention, while the highest score reflects that several

children already had good moral understanding even before the treatment. These descriptive statistics highlight the diversity in children’s initial moral understanding, forming an important basis for evaluating the effectiveness of using prophet story e-books to enhance moral values in children aged 5–6 years.

Posttest Category Results

The final ability was measured through posttest results categorized as follows:

Figure 2. Frequency Interval of Posttest Categories



The diagram above shows that all children fell into the very high category of moral values in the posttest. The descriptive statistical results are as follows:

Table 2. Descriptive Statistics of Posttest

N	Minimum	Maximum	Mean
30	136	144	141.60

The table indicates that the sample size was 30 children. The minimum posttest score was 136, the maximum was 144, and the mean was 141.60.

The increase in the mean score from 120.83 in the pretest to 141.60 in the posttest shows an improvement of 20.77 points, or approximately 17.2%. The minimum score increase of 40 points reveals that children with moderate moral understanding experienced significant improvement after the treatment. This indicates that prophet story e-books were not only effective in raising overall moral understanding but also benefited children at various initial levels, from moderate to high.

Strengthening Moral Values

The strengthening of moral values can be seen from the comparison between pretest and posttest results through the following analyses:

Normality Test

A normality test was conducted to determine whether the variables in this study were normally distributed, as required for hypothesis testing. The Kolmogorov-Smirnov method was applied, which is effective for samples larger than 30 respondents. Data with a significance level greater than 0.05 are considered normally distributed.

Table 3. SPSS Output of Kolmogorov-Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual			
		<hr/>			
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N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	11.69939049
Most Extreme Differences	Absolute	.116
	Positive	.086
	Negative	-.116
Test Statistic		.116
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The results of the one-sample Kolmogorov-Smirnov test showed that the research data met the assumption of normality. The output indicated Sig. (2-tailed) = 0.200. Since the significance value (0.200) is greater than 0.05, the data are normally distributed at the 95% confidence level. This confirms that the assumption of normality was satisfied, making the application of parametric statistical tests appropriate and valid for this study.

Hypothesis Testing

A hypothesis can be defined as a tentative answer to the research problem. In this study, hypothesis testing used the paired sample t-test to determine whether there was a significant difference between pretest and posttest results.

Table 4. SPSS Output of Paired Sample Test

Paired Samples Test								
Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
					Lower	Upper		
Pair 1	prettest - posttest	-20.767	12.108	2.211	-25.288	-16.246	-9.394	.000

The SPSS output showed that the paired sample t-test yielded a significance level of $0.000 < 0.05$, meaning there was a significant difference between pretest and posttest scores. This result demonstrates that treatment using prophet story e-books had a significant impact on strengthening children’s moral values.

Simple Linear Regression Test

A simple linear regression analysis was conducted to measure the extent of the effect of the independent variable (moral values) on the dependent variable (prophet story e-book media).

Table 5. SPSS Output of Simple Linear Regression Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	70.724	23.466		3.014	.005
Nilai Moral	.653	.220	.488	2.962	.006

a. Dependent Variable: Media E-cook Cerita Nabi

The results indicated a significance value of $0.006 < 0.05$, meaning H_0 was rejected and H_a accepted. This confirms that strengthening moral values through prophet story e-books significantly influenced children aged 5–6 years.

Discussion

The findings revealed that the use of prophet story e-books was effective in strengthening children’s moral values. The mean score increased from 120.83 in the pretest to 141.60 in the posttest, a 17.2% improvement, showing that the medium provided a positive stimulus in instilling moral behavior. The moral values involved included honesty, helpfulness, politeness, respect, and sportsmanship, in line with the national standards for early childhood education (Ministerial Regulation No. 137 of 2014).

This improvement indicates that prophetic stories in e-book format can serve as a more effective medium for internalizing moral values compared to conventional methods. This aligns with Briggs and Sanaky’s (Serina et al., 2024) view that technology-based learning media

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can present information more attractively and motivate children's learning. The visual, audio, and interactive features of e-books engage children more deeply, making the moral values embedded in the stories easier to grasp and emulate.

These findings are consistent with Novayanty (2021), who reported improved children's moral behavior through storytelling, and Widyaningsih (2022), who found that prophetic stories are effective in instilling character values in early childhood. Wahiddah et al. (2022) also support these results by showing that the interactive *Ihsan* e-book facilitated teachers in delivering moral and religious materials through engaging designs and digital features, making learning more varied and appealing.

In light of field conditions where dishonest acts, lying, and disrespectful behavior toward peers are still observed (Fatimah et al., 2023), the findings of this study provide a practical alternative solution. Children who initially had moderate moral values showed significant improvement after receiving treatment, confirming that prophet story e-books can reach children at different levels of moral understanding.

Thus, this study not only reinforces the theory that children's moral development is influenced by both social and cognitive environments (Jambon & Smetana in Azzahra & Nur, 2025) but also emphasizes the importance of adopting innovative learning media aligned with the digital era. The use of prophet story e-books is proven to be an effective strategy for internalizing moral values in early childhood and is

therefore relevant for application in various early childhood education institutions.

Conclusion

The results of this study on strengthening moral values through the use of prophet story e-books in early childhood proved to be highly effective. This was evidenced by a significant increase in the mean score from 120.83 in the pretest to 141.60 in the posttest, showing an improvement of 20.77 points or approximately 17.2%. The results of the normality test using the One-Sample Kolmogorov-Smirnov Test indicated that the research data met the assumption of normality, with a significance value of $0.200 > 0.05$, confirming that the data were normally distributed at the 95% confidence level. Furthermore, the hypothesis test results using the paired sample t-test showed a significance level of $0.000 < 0.05$, which means that there was a significant difference between pretest and posttest results. The output of the Simple Linear Regression Test also showed a significance value of 0.006, which is smaller than the probability level of 0.05, indicating that H_0 was rejected and H_a accepted. This confirms that “there is a significant effect of strengthening moral values through prophet story e-books among children aged 5–6 years.”

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