

"Cerita Anak Nusantara" E-Book To Enhance An Understanding Of Social Value In Early Childhood

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ABSTRACT

The purpose of this study was to determine the effect of the e-book application "Cerita Anak Nusantara" as a learning media on the development of social values of early childhood. The study included aquasi-experimental control-group pretest–posttest and was conducted in Purwakarta, Indonesia. Participants in this study were children aged 5-6 years, totaling 40 people. Data collection was carried out using a rating scale of social values of early childhood. This data was then analyzed using a paired sample t-test to determine the effect of learning media on the social values of early childhood, and an independent sample t-test to assess the difference in understanding of social values between the experimental group and the control group. The results of this study are: (1) There is an effect of the e-book learning media "Cerita Anak Nusantara" on the understanding of early childhood values. (2) There is a difference in the understanding of social values of early childhood children who

received learning with the e-book media "Cerita Anak Nusantara" and early childhood children who received learning with conventional storybook media. It was concluded that the e-book media "Cerita Anak Nusantara" was more effective than conventional storybook media in increasing the understanding of social values in early childhood.

Introduction

Early childhood education plays a strategic role in establishing the foundation for a child's overall development, including social and emotional aspects. As social beings, humans must develop social sensitivity from an early age to function effectively, harmoniously, compassionately, and disciplined within their social environment (Zubaedi, 2006). According to Hurlock (2000), early childhood children demonstrate social understanding when they can behave in accordance with prevailing social standards and expectations. This statement aligns with the conclusions of Allen and Marotz, who define the concept of social understanding as responses and behaviors in establishing and maintaining the quality of social interactions with other individuals.

According to Adji (2016), instilling moral values in children from an early age is crucial for helping them recognize and differentiate between acceptable and inappropriate behaviors, as well as between positive and negative actions in daily life. This ability also affects a child's social acceptance within their immediate environment. The development of

social skills is a continuous process that begins as early as six weeks of age, marked by interactions between the mother and infant, including reciprocal social behaviors like smiling. However, since children are still in the concrete preoperational stage, they often struggle to understand abstract social values. Therefore, it is essential to use effective media for the dissemination of social messages to ensure that adults can successfully communicate these values to children.

Aligning children's behavior with social norms adopted by society has a constructive impact on several dimensions of development, including communication skills, academic success, adaptability in the school environment, and the quality of social relationships with peers, which together support the formation of a positive learning atmosphere (Akman, 2009; Kemp & Carter, 2005). In addition, these skills play a role in building children's positive perceptions of themselves and others, which ultimately impacts children's social development, both in the short and long term. However, preliminary findings through observations and interviews conducted at a kindergarten in Purwakarta Regency indicate that most children still show limitations in understanding social values optimally. This causes difficulties in distinguishing between right and wrong behavior in social interactions. These findings are in line with the results of stud by Marhani (2017), which revealed that some children exhibit dominant behavior and often

engage in conflict with their peers, reflecting a poor understanding of social values as the basis for interacting in society.

Books are an effective media for teaching children, helping them understand the lessons taught by teachers. According to Maulida (2018), storybooks contain a series of events. Picture books have strong visual appeal, which helps them capture children's attention and make stories easier to understand, even for young children. The pictures in books help explain ideas that are difficult to describe with words. These pictures also help readers learn about the real world. Subur et al. (2022) found that reading aloud to children can be an effective strategy for teachers to teach them social values. In this study, the book used was Toki the Rabbit with the Hat, written by Tere Liye. The book uses animal characters as a media for conveying moral values. Thus, the messages conveyed can be optimally absorbed by children according to their level of cognitive development. On the other hand, research by Aminah (2019), entitled "Development of Fairy Tale Books Based on Characters of Respect and Responsibility for Early Childhood (KG-B)," explains the process of designing and developing the fairy tale book to instill the character of respect and responsibility in early childhood KG-B level. The resulting product is a story book with animal characters to instill respect and responsibility in early childhood KG-B level. In addition, research by Mantra (2023), entitled "Development of Story Book based

on Local Wisdom "Ngayah" to Develop the Character of "Gatong Royong" in the Dimension of the Pancasila Student Profile" explain that the story book was effective in the development of "Gotong Royong" character, since the picture of the book help made the learning more meaningful.

E-books offer several advantages, including flexibility, ease of storage, durability, and efficient, cost-effective distribution (Firmansyah et al., 2020). As a result, e-books are often considered more engaging and accessible than traditional printed books. In early childhood education, the use of e-books facilitates interactive storytelling activities, making them more engaging for children and enhancing their understanding of narrative content. A notable example is the e-book "Cerita Anak Nusantara" (Nusantara Children's Stories), which includes summaries of folktales and fairy tales from various regions in Indonesia. This e-book is available for free on the Play Store and serves as a valuable digital learning resource for all users.

The novelty of this study lies in the approach used. Unlike the research by Dewi et al. (2023), which employed a qualitative descriptive method to provide an overview of field conditions through observations of various learning aspects and situations, this study employed an experimental approach to obtain more objective and measurable data. The aim was to test the effect of the e-book "Cerita Anak Nusantara" and

conventional storybooks on early childhood social value understanding, while also comparing the effectiveness of the two media. We hypothesized that, compared to control children, early childhood social value understanding would show significant and positive changes from pretest to posttest on our measures of understanding social values from an early age.

Methods

This research used a quasi-experimental approach with a pretest-posttest control group design. Quasi-experimental approach is a type of research conducted to determine the efficacy of a particular intervention or treatment (Daniel & Harland, 2017). This approach was intended to test the effectiveness of an intervention in the form of an e-book entitled "Cerita Anak Nusantara" in improving early childhood children's understanding of social values. Participants in this study were split into two groups, namely the experimental group that participated in learning using e-book media, and the control group that used conventional storybooks as the primary media in the learning process. The research process consisted of the following steps: (1) instrument formulation; (2) instrument validation; (3) determining the validity and reliability of the instrument; (4) pretest; (5) implementing the intervention; (6) posttest; and (7) data analysis.

A total of 40 children aged 4 to 5 years from an early childhood

education institution in Purwakarta participated in this research. They were split into two groups: Group A1 served as the experimental group, while Group A2 acted as the control group. The intervention, consisting of ten sessions, was carried out over the study period. The experimental group engaged with an e-book titled "Cerita Anak Nusantara," which featured a different story each day. The treatment schedule was as follows: on the first day, they explored "Legenda Ular Ndaung"; on the second day, "Asal-usul Banyuwangi"; on the third day, "Batu Berdaun"; on the fourth day, "Legenda Buaya Tembaga"; on the fifth day, "Hikayat" (burung taun dan burung ngul-ngul); on the sixth day, "Asal-usul Danau Batur"; on the seventh day, "Kampong Alui Naga"; on the eighth day, "Asal-usul Ikan Pesut"; on the ninth day, "Kisah Kambing Harimau dan Beruang"; and on the tenth day, "Reog Ponorogo".

Data collection was performed using a rating scale developed based on Zubaedi's (2006) conceptualization of social values, which includes dimensions such as compassion, responsibility, and harmonious living. This rating scale was applied in both the pretest and posttest phases for both groups. Before implementation, the instrument underwent rigorous testing to ensure its validity and reliability. Data processing in this research was conducted employing paired sample t-test to determine the effect of learning media on the understanding of social values in early childhood. In addition, an independent sample t-test was

used to determine significant differences between the experimental and control groups. Before the inferential test, the assumption of normality was tested employing the Kolmogorov-Smirnov method, while homogeneity of variance was checked using the Levene test. The rating scale instrument grid was developed based on social indicators and used for the initial and final measurements of the study.

Result and Discussions

The data presented in this study includes the independent variable, which consists of electronic learning materials (specifically the e-book "Cerita Anak Nusantara") and conventional printed books. The dependent variable is children's understanding of social values during their early stages of development. Data collection was conducted through pretests and posttests administered to each group in a structured manner. Utilizing quantitative analysis is essential to assess the impact of different instructional media on children's understanding of social values. The research objectives are pursued through a careful comparative analysis of the pretest and posttest data gathered from both the experimental and control groups. To examine the differences between these two groups, an independent sample t-test was employed. This statistical method assesses whether there are significant differences between two independent groups that are not directly related. Before conducting this test, it is necessary to ensure the normality of the data,

as this is a prerequisite for performing a comparative analysis between the two groups.

Table 1.

Results of the normality test of pretest and posttest data for the experimental group and control group

Shapiro-Wilk Sig.		Explanation
Pretest of the experimental group	,920	Sig > 0,05 (data is normally distributed)
Posttest of the experimental group	,863	Sig > 0,05 (data is normally distributed)
Pretest of the control group	,030	Sig > 0,05 (data is normally distributed)
Posttest of the control group	,010	Sig < 0,05 (data is normally distributed)

This study utilized the Shapiro-Wilk normality test, which states that data is considered normally distributed if the significance value is greater than 0.05. As indicated in table 3, the pretest significance value for the experimental group was 0.920, while the posttest significance value was 0.863. In contrast, the control group had a pretest significance value of 0.030 and a posttest value of 0.010. The statistical significance of these values was found to be less than 0.05. To evaluate the effect of learning media on early childhood understanding, the Wilcoxon test was employed, as it is suitable for data that is not normally distributed

or heterogeneous.

Table 2

Wilcoxon test results for the pretest and posttest of the experimental group and the control group

Asymp. Sig. (2-tailed)		Explanation
Pretest experimental group	,001	<i>Asymp. Sig. (2-tailed) < 0,05</i>
Posttest experimental group		
Pretest control group	,001	<i>Asymp. Sig. (2-tailed) < 0,05</i>
Posttest control group		

The results of the Wilcoxon test, presented in Table 3, showed an Asymp. Sig. (2-tailed) value of 0.001, which is below the 0.05 significance level. This test is designed to measure the differences between two paired data sets before and after the intervention. Consequently, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1), indicating a significant effect of using learning media—specifically, the "Cerita Anak Nusantara" e-book and traditional storybooks—on enhancing the understanding of social values in early childhood. Additionally, a homogeneity test was conducted before the Independent Sample T-Test to ensure that the variances between the experimental and control groups were balanced. This step is crucial for a valid comparative analysis of the understanding of social values in early childhood, specifically among those learning through the "Cerita Anak Nusantara" e-book and conventional

storybooks.

Table 3.

Results of the homogeneity test of pretest and posttest data for the experimental group and control group

Levene statistic	Sig.	Explanation
4,264	,009	,008>0,05 Homogeneous data

Table 4 shows that the significance value is 0.009 with a Levene Statistic of 4.264. Referring to the homogeneity test criteria, data is considered to have homogeneous variance if the significance value is greater than 0.05. Because the value obtained is below this limit, it can be concluded that the data does not meet the homogeneity assumption. However, considering the distribution of pretest and posttest data in both groups is relatively balanced in the context of this study, the analysis was continued using the Independent Sample T-Test to identify any differences in understanding of social values between the experimental and control groups.

Table 4

Results of the independent sample t-test of posttest data for the experimental group and control group

Posttest experimental group and control group	Sig (2-tailed)	Explanation
	,002	There is a difference

Due to the results presented in table 5, the two-tailed significance value (Sig.) obtained was 0.002. According to the decision-making

criteria, a significance value of 0.05 or less show a significant difference. Therefore, it can be concluded that there is a significant difference in the understanding of social values among early childhood learners between the group that engaged with the e-book “Cerita Anak Nusantara” and the group that employed conventional storybooks as a learning media.

Table 5

Results of the mean data test of the posttest data for the experimental group and control group

<i>Group</i>	<i>Mean</i>
<i>Experiment</i>	38, 1679
<i>Control</i>	25, 6942

Due to these findings, it can be concluded that early childhood children who participated in learning using the e-book media "Cerita Anak Nusantara" showed a higher level of understanding of social values compared to children who learned using conventional storybook media. The success of the learning process is significantly affected by the choice of suitable media. This study utilized two types of media: the e-book "Cerita Anak Nusantara" as a form of digital media, and a printed storybook as traditional media.

Figure 1

Screen capture o e-book “Cerita Anak Nusantara”



The e-book has the potential to enhance cognitive abilities, promote environmental awareness, develop social and emotional intelligence, and instill values and behaviors. It is hypothesized that using innovative learning media aligned with contemporary scientific advancements will improve the quality of learning, making it more contextual and meaningful. According to Fitri (2021), the use of technology, including animated media, does not necessarily hinder the social and emotional development of children aged 5 to 6 years. In this study, e-books served as an experimental media, providing multisensory stimulation through a combination of visual and auditory elements. The visual component consists of text and illustrations, while the auditory component presents a narrative story. Children aged 0–6 years who regularly receive sensory stimulation are more adept at adapting and optimizing their learning styles based on the stimuli they encounter. The use of e-books in

storytelling activities enhances children's understanding of the story's content, allowing them to more effectively absorb the values and principles present in the reading material.

The media used in the control group was a conventional storybook. According to Gönen (2009), a conventional storybook is a visual media that conveys messages through the integration of text and illustrations. This type of book aims to communicate concepts effectively and present information coherently. As a result, picture storybooks are often utilized by teachers and parents as supplementary learning resources. The findings of this research suggest that early childhood understanding of social concepts is influenced by the type of learning media, including e-books like "Cerita Anak Nusantara" and conventional books. However, a significant difference was observed between the experimental and control classes. Children who engaged with the "Cerita Anak Nusantara" e-book demonstrated a higher level of understanding of social values compared to those who learned through conventional storybooks.

According to Karayalmaz (2008), a comprehensive understanding of social values is crucial for an individual's success in social interactions. Individuals who demonstrate consistent adherence to and practice social values are more likely to exhibit more positive social dispositions. According to Gulay (2009), children who exhibit normative behavior

and a strong sense of social responsibility during their preschool years can have a positive influence on their peers. In a study, Battistich et al. (1995) found that sixth-grade California elementary school students who exhibited prosocial behavior were more likely to be accepted by their peers. These students were characterized by their ability to resolve conflicts, sense of responsibility, assertiveness, empathy, and their ability to deal with others. In contrast, individuals with limited social skills often face challenges in interpersonal interactions, including difficulty recognizing facial expressions, difficulty maintaining eye contact, social awkwardness, and a lack of confidence in communication.

This research aligns with the findings of Rahdja and Safitri (2022), who demonstrated that the use of e-books in storytelling activities can support children's social and emotional development through multisensory stimulation, including visual, textual, and auditory stimuli. Research by Aisah and Kaloeti (2020) also demonstrated that digital storytelling interventions can enhance prosocial behavior in children. According to research conducted by Lyla et.al (2022), e-books are an efficient learning tool to support the learning process of children aged 4–5 years. These findings suggest that e-books play a significant part in shaping children's social understanding at an early stage. Sari et al. (2018) further reinforced these findings, stating that storytelling practices have the potential to stimulate the growth of prosocial

behavior. As stated by Decety and Cowell (2014) and Findlay et al. (2006), understanding social values is a fundamental aspect of prosocial behavior research.

This e-book offers a multisensory learning experience for young children by integrating visual (images and text) and auditory elements. Multisensory stimulation plays a crucial role in early childhood learning, as children tend to absorb information more effectively when multiple senses are engaged simultaneously. Furthermore, the interactive features of e-books contribute to children's increased understanding of social values. E-books differ from conventional books by offering a more dynamic learning experience, making them a highly effective tool for enhancing children's understanding of social concepts.

Conclusion

The understanding of social values in early childhood varies significantly between the group using the e-book "Cerita Anak Nusantara" and the group learning through conventional storybooks, as indicated by the data analysis results. The experimental group using the e-book exhibited a higher stage of knowledge of social aspects compared to the control group. The e-book's effectiveness lies in its ability to capture visual attention, especially with the presentation of images in a relatively large size using a projector (In Focus). This presentation style aids children in comprehending and internalizing

social values conveyed through the storyline.

This research contributes to the alternative use of digital learning media to enhance their understanding of social values from an early age. However, this research did not include moderating variables, such as gender, in the analysis to assess whether these variables had a strengthening or weakening effect on the relationship between the independent variable (the "Cerita Anak Nusantara" e-book and conventional storybooks) and the dependent variable (the understanding of social values in early years) in both the experimental and control groups.

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