"*Tegodek-Godek dait Tetuntel-Tuntel*": Development of Digital Books to Strengthen Character Education for Elementary School Children

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Article Info	ABSTRACT
	The limited media of pictorial reading that raises local wisdom and the lack of application of character values in learning are problems that underlie the need to develop relevant and contextual media for students. This research and development aims to develop a digital folklore book of the Sasak tribe, *"Tegodek-Godek dait Tetuntel-Tuntel,"* with good validity and practicality and is useful as a means of strengthening character values for students. This research is a type of *Research and Development* (R&D) research with a 4D model approach. This research was carried out at SDN 14 Cakranegara and involved 33 students in grade V. The instruments used in this study were a validation questionnaire for media experts and subject matter experts, as well as a questionnaire for student and teacher responses as product users. The digital folklore *book "Tegodek-Godek dait Tetuntel-Tuntel"* as a whole has been declared very valid and very practical by validators and respondents. The results of the study showed that the results of the media validation test obtained a percentage of 100% (very valid); the validation of material experts reached 96.66% (very valid); student response results of 89.62% (very practical); and the teacher's response results were 97.5% (very practical). Thus, the existence of digital storybooks based on local wisdom can be used as an alternative learning media that is contextual to strengthen character education in elementary schools, as well as to encourage the development of similar media in other cultural areas.

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1. INTRODUCTION

Character problems in students are one of the main problems faced in the world of education today. This not only happens in junior high or high school but is also seen in elementary schools. This is also exacerbated by technological developments that change all aspects of life, including in the field of education. The breadth of current technological

developments makes the role of character cultivation, especially for elementary school students, necessary. Implementing character education at all levels of school education must be carried out, especially at the basic education level, which is the root of the beginning of character formation in early childhood [1]. One way of character formation in children can be integrated through learning based on local wisdom, such as the use of folklore. According to Nisa et al., by utilizing local wisdom, students can learn cultural values and foster a sense of nationalism that plays a role in shaping their attitudes, behaviours, and thinking skills [2]. In addition, character education based on local wisdom can provide concrete circumstances that students experience in their daily lives [3].

Folklore is one of the cultural heritage that must be preserved because it contains local wisdom and noble principles. According to Harjono, folklore is a story or narrative that comes from the oral tradition of a society, which is usually inherited from generation to generation [4]. The folklore that develops usually has a moral message that can be applied in children's daily lives [5]. However, over time, technological advances have changed students' interest, and interest in folklore has declined. In the current condition, the public's interest and appreciation of folklore, especially students, has decreased due to the existence of modern stories [6]. This is due to the shift in digital entertainment and the entry of foreign cultures, such as contemporary stories, which have changed the culture of media consumption among students. In fact, folklore is one way to form character in children through the moral values in it [5].

In this archipelago, there is much folklore, and thousands of them are loaded with local wisdom from the cultures of each existing ethnicity. One of them is the folklore *"Tegodek-Godek dait Tetuntel-Tuntel,"* which originated from Lombok, West Nusa Tenggara [7]. Studies show that the folklore *"Tegodek-Godek dait Tetuntel-Tuntel"* contains a lot of moral values that can help in strengthening the character of children, including the values of honesty, responsibility, hard work, persistence, helping, and cooperation [8], [9], [10]. This story, of course, can be used as a means to grow and strengthen character values in students through the character of the characters and the storyline.

Based on the results of observations and interviews at SDN 14 Cakranegara, it was found that some grade V students are still not optimal in the application of character values, especially honesty, responsibility, and hard work. This is shown by the existence of several habits of students in the classroom, who still throw garbage carelessly, use friends' items without permission, put borrowed items out of place, do not do class picket assignments according to schedule, and easily give up when doing assignments or school exams.

In addition, the lack of reading media based on local wisdom that is interesting and relevant to technological developments and the lack of familiarity with students with various Sasak folklore are also major problems that must be addressed immediately. Therefore, a reading media based on local wisdom that is relevant to technological developments, such as the Sasak tribe's digital folklore book *"Tegodek-Godek dait Tetuntel-Tuntel,"* is needed. A digital book, commonly called *an e-book,* is a book with a digital format that is equipped with animation, images, sounds, and videos with an

attractive appearance for students to learn as a learning medium [11]. The presence of the digital book media *"Tegodek-Godek dait Tetuntel-Tuntel"* is expected to be used as a tool to strengthen character values in students at SDN 14 Cakranegara. The characteristics of the development of elementary school students, who still need innovative, creative, and communicative teaching materials so that they can foster interest in imagination, also attract the attention of students [12]. Therefore, it is necessary to have the effectiveness of learning in elementary schools with the support of interactive learning media so that learning goals can be achieved optimally [13].

The use of folklore in the form of digital books not only helps preserve local culture but also educates students about values that are important in everyday life [14]. The importance of this digital folklore book media has advantages, including being interactive, portable, economical, not easily damaged, teaching moral values, and being able to arouse the imagination when reading it [15], [16]. Several studies related to the development of digital folklore books have shown its effectiveness in improving character values in students' daily lives [4], [17], [18]. Thus, it is concluded that the development of digital storybooks based on local wisdom is suitable for use in strengthening character values.

This research focuses on the development of a digital folklore book of the Sasak tribe, *"Tegodek-Godek dait Tetuntel-Tuntel,"* with an attractive, colourful, interactive image design and equipped with audio stories for grade V students at SDN 14 Cakranegara. The difference between this study and previous research lies in the use of audio stories in books that can improve the experience of reading and listening and improve students' imagination when reading. This research was formulated to answer two main problems related to the level of validity and practicality of the development of a digital folklore book. The purpose of this research is to develop a digital book of Sasak folklore, *"Tegodek-Godek dait Tetuntel-Tuntel,"* with good validity and practicality and is useful as a means of strengthening character in grade V students of SDN 14 Cakranegara. Thus, the results of this study are expected to provide an overview of the development of digital storybooks based on Sasak local wisdom and its feasibility as an innovative medium in learning Pancasila Education to help strengthen students' character.

2.   METHOD

The type of research applied is the research and development (R&D) method with a 4D (*four-D*) model, which consists of 4 stages, namely: 1) *define*, 2) *design*, 3) *develop*, and 4) *disseminate*. R&D research is an approach used to develop a product while evaluating the effectiveness of the product [19]. In this study, we developed a digital folklore book of the Sasak tribe, *"Tegodek-Godek dait Tetuntel-Tuntel,"* which aims to strengthen the character values of SDN 14 Cakranegara students who have been tested for practicality.

2.1. Subject

This research was carried out at SDN 14 Cakranegara in the even semester of the 2024/2025 school year with the subject of research involving 33 grade V students with the research object of the digital folklore book *"Tegodek-Godek dait Tetuntel-Tuntel."*

2.2. Instrument

The data collection techniques used in this study are interview techniques and questionnaire distribution. The research instruments used included a validation questionnaire for media experts and material experts, as well as a questionnaire for student responses and classroom teachers' responses as product users. This validity test was carried out by 2 media expert validators and 2 material expert validators. The selection of validators in this study was carried out by considering academic qualifications, experience, and appropriate expertise in their fields. In this study, the development product was only tested to determine the level of validity and practicality.

2.3. Analytical Techniques

The data analysis in this study uses a combination of qualitative and quantitative data analysis techniques. The validity analysis was obtained from the validation results of media experts and subject matter experts using the Guttman scale scoring, which has a "yes" answer value for a score of 1 and a "no" answer for a score of 0 [20]. Meanwhile, the practicality analysis was obtained through the results of student and teacher responses using Likert scale scoring with a score of 1 – 4. For each answer, the respondent will get a score of 4 for the answer strongly agree, a score of 3 for agree, a score of 2 for disapproving, and a score of 1 for disagreeing [19].

The criteria for the validity and practicality of the digital folklore book "*Tegodek-Godek dait Tetuntel-Tuntel*" are based on the percentage of results shown in the following table.

Table 1. Qualification Validity and Practicality Level Based on Percentage

Percentage (%)	Validity Criteria	Practicality Criteria
0 – 20	Invalid	Impractical
21 – 40	Less Valid	Less Practical
41 – 60	Quite Valid	Quite Practical
61 – 80	Valid	Practical
81 – 100	Highly Valid	Very Practical

Source: Harahap [21]

3. RESULTS AND DISCUSSION

In the process of developing this digital folklore book, researchers have gone through a number of stages to create a quality product that has high validity. These stages consist of 4 stages, namely: 1) *define*, 2) *design*, 3) *develop*, and 4) *disseminate*.

3.1. Define

The first stage of this research is a definition consisting of 3 procedures used. These procedures include initial analysis, student analysis, and material analysis. The purpose of the definition stage is to identify problems and cultivate learning materials that are relevant to the product to be developed [22]. The results of the researcher's interview with grade V teachers at SDN 14 Cakranegara revealed that some grade V students are still less than optimal in the application of character values. In addition, the lack of types of reading

media, such as picture storybooks based on local wisdom that is relevant to the development of the times, is still very limited compared to the number of students in schools. Moreover, many of the students are not familiar with various kinds of Sasak folklore, such as *the Tegodek-Godek and Tetuntel-Tuntel* stories.

The second analysis is student analysis. This analysis stage is carried out on grade V students of SDN 14 Cakranegara, which totals 33 students. Student analysis is needed to identify the most appropriate type of learning media [23]. Interview data presented by the class teacher showed that grade V students were still lacking in the application of character values such as honesty, responsibility, and hard work in their daily lives. This is shown by the fact that there are still some habits of students in the classroom who still throw garbage carelessly, use friends' items without permission, put borrowed items out of place, do not do class picket assignments according to schedule, and easily give up when doing assignments or school exams. However, on the other hand, students have a high interest in the use of picture storybooks and the use of interactive and interesting digital media during the learning process. The results show that the use of digital learning, such as interactive quizzes, educational videos, and online learning platforms, has been proven to increase enthusiasm and residual participation in learning by creating an interactive classroom atmosphere and making it easier to understand the material [24]. Therefore, a learning tool in the form of digital folklore book media is needed for the Sasak tribe to help students strengthen character values that are still not optimal. The findings in this study are in line with the results of research by Wulandari et al., who stated that digital media is effective in instilling character values [26]. However, this research contributes by presenting digital folklore based on Sasak's local culture, which is still rarely developed in the context of character learning in primary schools.

Referring to the problems that arise and the characteristics of students at school, the researcher analyzes material relevant to the use of media that refers to the learning outcomes of the Independent Curriculum phase C. According to Harjanto et al. In developing a media, material analysis needs to be carried out to ensure that the content developed is really in accordance with the curriculum, basic competencies, and learning needs to be achieved [25]. The lessons relevant to the use of folklore book media are found in the content of Pancasila Education class V of the Independent Curriculum, Chapter 2: Norms in My Life on topic B. Application of Norms in My Life. The learning outcomes that are used as a basis for the use of digital folklore books are presented in Table 2 below.

Table 2. Learning Outcomes

Pancasila Education Phase C
Element:
Constitution of the Republic of Indonesia in 1945
Achievements per Element:
Students present the results of identifying forms of norms, rights, and obligations in their positions as family members, school citizens, and citizens.

3.2. Design

At this stage, it is a book design activity by researchers that starts from the selection of story content by collecting various types and versions of Sasak folklore that are tailored to the needs and characteristics of students at school. The folklore used in this study is Sasak folklore, namely *the story "Tegodek-Godek dait Tetuntel-Tuntel,"* which tells the story of the friendship between monkeys and frogs. After selecting the content, the next stage is for the researcher to begin to determine the format of the book, both from the size of the book, the structure of the book's content, layout, typeface, and so on, which is then continued by starting to make an initial design of the book by creating a storybook layout and starting to design directly through *the Canva* application.

The size of the book used is A4 size (21 x 29.7 cm), with the structure of the book consisting of front and back cover pages, preface, character introduction, storybook content, moral message, reader message, and compiler profile. The use of green and blue storybook designs that are adapted to the setting in the forest and also by the river with a selection of diverse image elements. The font type used in folklore books is a combination of *coffeecake* font types and *Dreaming Out Loud* sans. The storybook is designed to be as attractive as possible by paying attention to the typography, layout, images, and colours of the book. Wulandari's opinion, who explained that books for children must be adapted to the context of age through colours, illustrations, and interesting types of writing in order to gain appreciation, increase attention, and improve their language skills [26]. In addition, the presentation of stories equipped with visual illustrations can also increase students' motivation to read and explore the content of the story so that their understanding of the material also develops [27]. The results of the design display of the storybook *"Tegodek-Godek dait Tetuntel-Tuntel",* which was designed by the design researcher, can be seen in the following figure.
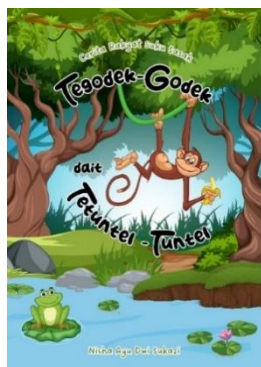

Figure 1. Front Cover Display

Figure 2. Back Cover Display

Figure 3. Preface

Figure 4. Introduction of Story Characters

| Figure 5. Story Content | Figure 6. Moral Message | Figure 7. A Message for Readers | Figure 8. Compiler Profile |

After the storybook design was completed, the researcher changed the file format to PDF, which was then digitized by utilizing *the simple booklet website* to become a digital book. To make the book even more interactive, the researcher carried out the process of filling in the audio of the story *"Tegodek-Godek dait Tetuntel-Tuntel"* and inserted some *background sound* to support the atmosphere of the storyline to increase the imagination of the reader or *audience*. The development of this digital folklore book is in line with Harjono's recommendation, which emphasizes the importance of innovation in the presentation of folklore in order to attract students' interest in understanding moral values [4].

3.3. Develop

The third stage is development. The development stage in the 4D design includes *alpha testing*, beta *testing*, and large-scale testing. Expert trials are the assessment stage of the development team or experts who are appropriate in their fields. During the development process, product validation tests are very important. It aims to determine the quality of the media created by examining its components [28]. The following are the results of the validity test of the digital folklore book of the Sasak tribe, *"Tegodek-Godek dait Tetuntel-Tuntel,"* presented in Table 3 and Table 4.

Table 3. Validation Results of Media Experts by Aspect

No	Assessment Aspects	Result Score	Maximum Score	Percentage	Criterion
1	Design	8	8	100%	Highly Valid
2	Presentation	8	8	100%	Highly Valid
3	Graphics	14	14	100%	Highly Valid
	Total	30	30	100%	Highly Valid

Table 4. Results of Material Expert Validation Per Aspect

No	Assessment Aspects	Result Score	Maximum Score	Percentage	Criterion
1	Presentation	10	10	100%	Highly Valid
2	Language	8	8	100%	Highly Valid
3	Character Value	11	12	91,66%	Highly Valid
	Total	29	30	96,66%	Highly Valid

In Table 3, it can be seen that the results of the validation of media experts obtained a result score of 30 out of a maximum score of 30 and obtained a percentage of 100% with a very valid category. Meanwhile, table 4 shows the validation results of material experts who obtained a score of 29 out of a maximum score of 30 and got a percentage of 96.66% with a very valid category. Based on the validity test of media experts, the researcher slightly revised the content of storybook illustrations according to expert suggestions regarding the elimination of blood/violence elements in children's storybook illustrations. Thus, it can be concluded that based on the results of validation by media experts and material experts, this digital folklore book *"Tegodek-Godek dait Tetuntel-Tuntel"* has met all the aspects set and is suitable for use according to the revision and expert advice to be tested. According to Mirnawati et al., good or good development media has high validity criteria. Namely, it can be used without revision or with little revision [29].

After media validation, the last stage of the development process is to conduct a trial use. The practicality test in this study was carried out twice by filling out a questionnaire for student and teacher responses. The practicality test is carried out to assess whether the developed product meets the aspects of ease of use and is in accordance with the stages of development of the target students [30]. The first trial, a limited field trial, was carried out on 6 grade VI students by applying the *Problem-Based Learning* (PBL) learning model, which was integrated into Pancasila education subjects of norms, rights, and obligations. The results of the study show that the application *of the Problem-Based Learning* (PBL) model is very suitable to be applied to the use of folklore texts as a means of strengthening students' character. This is because PBL activities can encourage students to think critically and solve problems, increase active student involvement, and connect learning with students' real lives so that it can strengthen students' character as a whole and contextually [31]. The following are the results of the responses of students and teachers during the limited field trial presented in Tables 5 and 6.

Table 5. Student Response Results Limited Trial Per Aspect

No	Assessment Aspects	Result Score	Maximum Score	Percentage	Criterion
1	Visual Display	62	72	81,11%	Very Practical
2	Story Content	107	120	89,16%	Very Practical
3	Learning Motivation	41	48	85,41%	Very Practical
	Total	210	240	87,5%	Very Practical

Table 6. Results of Teacher Responses to Trials Limited Per Aspect

No	Assessment Aspects	Result Score	Maximum Score	Percentage	Criterion
1	Visuals and Display	12	12	100%	Very Practical
2	Ease of Language Understanding	15	16	93,75%	Very Practical
3	Relevance of the Material	11	12	91,66%	Very Practical
	Total	38	40	95%	Very Practical

Based on table 5, it is shows that the results of the student's responses to the limited field trial obtained a score of 210 out of a maximum score of 240 and obtained a percentage of 87.5% with a very practical category. Meanwhile, in Table 6, the results of the teacher's response are shown who obtained a score of 38 out of a maximum score of 40 and got a percentage of 95% with a very practical category. So it can be concluded that the use of the digital folklore book *"Tegodek-Godek dait Tetuntel-Tuntel" is* very practical in learning because it gets a positive response from students and teachers in grade VI and deserves to be tested on a wide scale in class V as the main subject. Meanwhile, during the product trial, the teacher suggested simplifying the use of language in the content of the story, so the researcher required the researcher to make a slight revision to the media before conducting a large-scale trial.

After the media revision stage, the researcher conducted a large-scale trial involving 33 students in grade V of SDN 14 Cakranegara. For the trial stage, this use was carried out with the same techniques and learning models in the previous stage, with the results of student and teacher response scores presented in the following table.

Table 7. Results of Student Responses to Large-Scale Trials Per Aspect

No	Assessment Aspects	Result Score	Maximum Score	Percentage	Criterion
1	Visual Display	357	396	90,15%	Very Practical
2	Story Content	591	660	89,54%	Very Practical
3	Learning Motivation	235	264	89%	Very Practical
	Total	1.183	1.320	89,62%	Very Practical

Table 8. Hasil Respons Guru Uji Coba Skala Luas Per Aspek

No	Assessment Aspects	Result Score	Maximum Score	Percentage	Criterion
1	Visuals and Display	12	12	100%	Very Practical
2	Ease of Language Understanding	16	16	100%	Very Practical
3	Relevance of the Material	11	12	91,66%	Very Practical
	Total	39	40	97,5%	Very Practical

Based on Table 7, it is shown that the results of students' responses in the large-scale trial obtained a result score of 1,183 out of a maximum score of 1,320 and obtained a percentage of 89.62% with the category of very practical. Meanwhile, Table 8 shows the results of the teacher's response, which was that the teacher obtained a score of 39 out of a maximum score of 40 and got a percentage of 97.5% in a very practical category. So, it can be concluded that the use of the digital folklore book *"Tegodek-Godek dait Tetuntel-Tuntel"* is very practical in learning and as a means of strengthening character values in students that are still not optimal. This is in line with the opinion of Annisa et al., who explained that the product developed must have practicality so that it is easy for users to use because it can increase efficiency and effectiveness [30]. In the final stage of this development, the researcher refined the digital storybook product by making slight

revisions according to the teacher's suggestions regarding the development of character education elements and the story mandate contained in the moral message.

3.4. Disseminate

This stage is the final stage in the form of product distribution, which involves the distribution of the Sasak tribe's digit folklore book *"Tegodek-Goodek dait Tetuntel-Tuntel"*. In 4D-type research and development, the deployment stage is very important because it allows the product to be developed and widely used by users who need it [25]. The digital folklore book is distributed to classroom and school teachers online in the form of access links in the digital version: https://simplebooklet.com/ceritategodekgodekdaittetunteltuntel and 1 offline print version of the book. This dissemination was carried out with the aim that the folklore book *"Tegodek-Godek dait Tetuntel-Tuntel"* can be accessed by students and teachers as a medium or means of learning, literacy, and strengthening character values in students.

4.   CONCLUSION

Based on the results of the previous research and development of the Sasak people's digital folklore book *"Tegodek-Godek dait Tetuntel-Tuntel,"* it can be concluded that the level of validity and practicality of the digital folklore books developed meets the criteria of being very valid and very practical to use. This is evidenced by the acquisition of the results of the media expert validation score, which obtained a percentage of 100% with a very valid category, 96.66% of the validation of subject matter experts with the category of very valid, 89.62% of the responses of grade V students with the category of very practical; and 97.5% of the classroom teacher's responses with the category of very practical as well. Overall, based on the results of expert validation tests and the responses of students and teachers, the Sasak tribe digital folklore book *"Tegodek-Godek dait Tetuntel-Tuntel"* has a very high level of validity and practicality.

Based on the results of the development in this study, there are several suggestions from researchers for students, teachers, and future researchers. Students should be able to use this digital folklore book as a means of digital literacy, character strengthening, and introduction to folklore and preserving the local culture of Sasak; teachers should be able to integrate this digital book media of folklore in learning through the access links that have been provided, especially in the subjects of Pancasila Education (material on Pancasila values; norms, rights, and obligations) and Indonesian (fiction text material); As well as for the next researcher to be able to design more creatively and be able to add other features such as motion animations, quizzes, or videos as well as recitation for students to make it more interesting and also to be able to test the level of effectiveness of using this digital folklore book.

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research can be used as a reference to develop further research both in terms of media development and testing the effectiveness of the use of this digital folklore *book "Tegodek-Godek dait Tetuntel-Tuntel"* in the future.

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