

Development of Pop-Up Book Media for Children' Honest Characters

Sitti Hajrah, Irma Yuliantina, Sri Watini

Program Studi Magister Pendidikan Anak Usia Dini, FKIP, Universitas Panca Sakti Bekasi

ABSTRACT

This study aims to produce a learning media in the form of a three-dimensional pop-up book used to instill honest character values in early childhood and analyze the feasibility and effectiveness of its use in learning activities. This study uses a research and development method with a four-stage model that includes the stages of definition, design, development, and dissemination. The research subjects were 30 children aged 5-6 years from three kindergartens in Pijoan Village, Muaro Jambi Regency. Research data were collected through observation, interviews, expert validation, and implementation of initial and final tests. Product feasibility was analyzed through assessments by material experts, media experts, and language experts, while the effectiveness of the media was analyzed based on the improvement in the development of children's honest character. The results of the study showed that the developed three-dimensional pop-up book media obtained a very feasible category based on the results of expert validation. In addition, the results of the field trial showed an increase in the development of children's honest character, as seen from the increase in the average score from 43.5% in the initial test to 68% in the final test with a moderate level of improvement. Thus, three-dimensional pop-up books can be used as an interesting and effective learning media in instilling honesty values in early childhood.

Keywords: *Pop-Up Book, Character Education, Honesty, Early Childhood Learning Media*

Corresponding author

Name: Sitti Hajrah

Email: hajrahsitti0816.com

INTRODUCTION

Early childhood education is a crucial stage in the process of character formation and personality development. During this phase, children experience rapid cognitive, social, and moral development, so character values need to be introduced early through a learning process appropriate to their developmental stage. Character education in early childhood aims to shape positive behaviors that form the foundation for a child's future personality development. One crucial character value to instill is honesty, as this value is related to telling the truth, taking responsibility for one's actions, and building trust in social relationships (Khaironi 2020) (Oktavia, et al. 2024).

Honesty is an essential part of a child's moral development. Children who are accustomed to honesty will have the ability to distinguish between right and wrong behavior and be able to take responsibility for their actions. Moral development in early childhood is influenced by learning experiences gained through interactions with the family and educational environment. At this stage of development, children begin to understand moral concepts through concrete experiences and everyday life situations (Juliana et al. 2025). Therefore, early childhood education institutions have an important role in creating a learning

process that can help children understand and internalize character values effectively (Rohmawati and Suryani 2023)(Mulyati, 2020).

However, in early childhood education institutions, the process of instilling character values still faces various challenges. One frequently encountered obstacle is the limited use of engaging learning media that are appropriate to children's developmental characteristics. In some early childhood education institutions, learning activities still tend to use lectures or verbal explanations without the support of interactive media. This condition results in children being less interested in participating in learning and experiencing difficulties understanding abstract concepts such as the value of honesty (Asmariani, 2020). However, early childhood children more easily grasp learning concepts through concrete, visual, and playful learning experiences (Maulidia, et al. 2025).

Learning media plays a crucial role in improving the quality of the learning process in early childhood. The use of engaging media can help children understand learning material more clearly, increase learning motivation, and encourage active involvement in learning activities. Interactively designed learning media can also make it easier for teachers to convey learning messages to children more effectively (Jazriyah and Yuliantina 2025). Therefore, innovation in the development of learning media is one way to improve the effectiveness of learning in early childhood education.

One learning medium that can be used in early childhood education is the pop-up book. Pop-up books are books that feature three-dimensional, moving visual elements, providing a more engaging reading experience for children. This medium allows children to interact directly with the story, thereby increasing their interest in reading and helping them understand the moral messages contained within the story (Munawwarah, et al, 2023). Furthermore, using pop-up books in learning can stimulate children's imagination, develop language skills, and help them understand character values through a fun learning experience (Kurnia and Atmojo 2023).

Previous research has shown that the use of pop-up books has the potential to improve the quality of learning in early childhood. Research conducted by story Munawwarah, et al, (2023) showed that the use of pop-up books can improve the storytelling skills of children aged 5–6 years because the media can capture children's attention and facilitate their understanding of the story. Visual and interactive media provide a more meaningful learning experience for children.

Another study by Masykuroh and Wahyuni (2023) showed that pop-up books can also be used as a means to instill character values in young children, particularly in fostering environmental awareness. The results showed that using pop-up books can help children understand moral values through visually engaging stories.

Furthermore, research conducted by Jaya et al. (2023) shows that storytelling is an effective strategy for instilling the character value of honesty in early childhood. Through stories, children can more easily understand moral values because they provide concrete illustrations of good and bad behavior. Other research also shows that developing honest character in early childhood can be achieved through various learning approaches that emphasize meaningful learning experiences (Haroswinarti et al. 2021)

Although various studies have demonstrated the potential of pop-up books to improve the quality of early childhood learning, most of this research focuses on developing language skills, storytelling skills, or general character building. Research specifically developing three-dimensional pop-up books designed to instill the character value of honesty

in early childhood is still relatively limited, particularly in the context of early childhood education in the Muaro Jambi region. Furthermore, there is little research examining the feasibility and effectiveness of pop-up books through a systematic research and development approach in character education in early childhood.

Based on these research gaps, this study aims to develop a three-dimensional pop-up book designed to instill the character value of honesty in early childhood and to test its feasibility and effectiveness in kindergarten learning activities. This learning medium is expected to be an innovation in character education and contribute to the development of engaging and effective learning media for early childhood.

METHOD

Research Design

This study employed a research and development (R&D) method, aimed at producing a three-dimensional pop-up book as a learning medium and testing its feasibility and effectiveness in early childhood learning. The R&D method is a research approach used to produce an educational product while simultaneously testing its validity and usability in learning practices (Zef Risal and Rachman Hakim 2022)

The development model used in this study is the Four-D (4D) model, which consists of four stages: define, design, develop, and disseminate. The define stage was conducted to identify learning needs, student characteristics, and problems encountered in the learning process in kindergarten. The design stage involved designing a three-dimensional pop-up book containing a story about the character value of honesty in early childhood. The development stage then involved media creation, expert validation, and limited trials to determine the feasibility of the developed media. The final stage, disseminate, was conducted to introduce the developed learning media to early childhood education institutions as an alternative learning medium for instilling character values in children.

Subjects, Population, and Research Sample

This research was conducted in Pijoan Village, Jambi Luar Kota District, Muaro Jambi Regency. The subjects were early childhood children aged 5–6 years old attending the kindergarten used as the research location. At this age, children begin to understand simple moral concepts and begin to demonstrate social behavior in everyday life.

The research population included all children aged 5–6 years attending early childhood education institutions in Pijoan Village. The research sample was selected using purposive sampling, a sampling technique that intentionally draws samples based on specific criteria aligned with the research objectives. This technique was used to obtain research subjects deemed to possess characteristics relevant to the research focus (Ade Rahayu 2025).

Based on this technique, the research sample consisted of 30 children aged 5–6 years old from three kindergartens: An Naba Islamic Kindergarten, Kasih Bunda 1 Kindergarten, and Muaro Jambi State Kindergarten 20. In addition, two teachers from the institution were also involved in the initial trial process to provide input on the use of the developed learning media.

Data Collection Procedures

Data collection in this study was conducted using several techniques, namely observation, interviews, expert validation, and pretests and posttests.

Observations were conducted to obtain an overview of classroom learning conditions and to identify children's behavior related to the character value of honesty. Through observation, researchers were able to understand how the learning process took place and the learning media used by teachers in teaching and learning activities.

Interviews were conducted with teachers to determine the need for learning media that could be used to instill character values in early childhood. Interviews were also used to obtain information on the learning methods currently used by teachers to introduce the value of honesty to children.

Furthermore, expert validation was conducted to assess the feasibility of the developed learning media. Validation was conducted by material experts, media experts, and language experts to ensure that the developed media met the feasibility criteria in terms of content, media presentation, and language use appropriate to the characteristics of early childhood.

To determine the effectiveness of the developed learning media, this study also used pretest and posttest techniques. The pretest was conducted before the use of the learning media to determine the initial stage of the development of children's character of honesty. Meanwhile, the posttest was conducted after using the learning media to determine changes in the development of children's honest character after using the three-dimensional pop-up book media.

Data Analysis

Data analysis in this study was conducted in two stages: product feasibility analysis and learning media effectiveness analysis.

Product feasibility analysis was conducted based on assessments by material experts, media experts, and language experts on the developed learning media. This assessment was used to determine whether the developed learning media met the eligibility criteria for use in the learning process.

Meanwhile, media effectiveness analysis was conducted by comparing the pretest and posttest results of children's honest character development after using the learning media. Improvement in learning outcomes was analyzed using the N-Gain Score calculation, a method used to determine the level of improvement in learning outcomes between pre- and post-treatment scores. The N-Gain score is used to determine the category of improvement in learning outcomes achieved by students after using the learning media (Zef Risal and Rachman Hakim 2022)

The results of this data analysis were then used to determine the feasibility and effectiveness of the three-dimensional pop-up book media in instilling honest character values in early childhood.

FINDING AND DISCUSSION

RESEARCH RESULT

This research aimed to develop a three-dimensional pop-up book as a learning medium to instill the character value of honesty in early childhood and to test its feasibility and effectiveness in the learning process. The research results were obtained through several stages in accordance with the Four-D (4D) development model, which includes definition, design, development, and dissemination. The research findings included a needs analysis,

expert validation of the developed media, and field trials using pretests and posttests to assess the development of children's honesty.

Needs Analysis Results

The initial stage of the research was a learning needs analysis. This aimed to determine the learning conditions in kindergartens and teachers' needs for learning media that could be used to instill the character value of honesty in early childhood. Interviews with teachers indicated that children aged 5–6 years old can begin to be introduced to character values such as honesty because at this age, children begin to understand the difference between right and wrong behavior. Teachers also stated that the instillation of the value of honesty has been carried out through direct advice, simple stories, and habituation in daily classroom activities. The media used generally consisted of picture storybooks and simple conversations between teachers and children.

However, teachers reported that available learning media are still limited and not yet fully capable of optimally engaging children's attention. Early childhood tends to be more attracted to learning media that is visual, interactive, and can be played directly. Therefore, the development of more innovative and engaging learning media is needed to help children more easily grasp abstract concepts such as the value of honesty.

The book consists of several pages with colorful illustrations and pop-up mechanisms that create three-dimensional scenes when the pages are opened.

Learning Media Development Results

Based on the needs analysis, researchers developed a three-dimensional pop-up book containing a story about the character value of honesty. The book is designed with an attractive visual display and features moving pop-up elements, providing a more interactive learning experience for children. The story depicts everyday life situations that are close to children's experiences, enabling them to understand the meaning of honesty through the storyline.

The pop-up book tells the story of a child named Gaza who learns the importance of honesty in everyday life. Through this storyline, children are introduced to several character values, such as honesty, responsibility, trustworthiness, and self-confidence. Honesty is a key value in the story, as the main character chooses to tell the truth and admit mistakes, even when doing so is not easy. Furthermore, the story illustrates that every action has consequences, requiring children to take responsibility for their behavior.

Learning Media Development Results

Based on the needs analysis, researchers developed learning media in the form of a three-dimensional pop-up book containing a story about the character value of honesty. This book is designed with an attractive visual display and features moving pop-up elements, providing a more interactive learning experience for children. The story depicts everyday life situations that are close to children's experiences, enabling children to understand the meaning of honesty through the storyline.

The story in this pop-up book tells the story of a child named Gaza who learns the importance of being honest in everyday life. Through this storyline, children are introduced to several character values, such as honesty, responsibility, trustworthiness, and self-confidence. Honesty is a key value in the story, where the main character chooses to tell the

truth and admit mistakes, even when doing so is not easy. Furthermore, the story illustrates that every action has consequences, so children need to be responsible for their behavior.

Expert Validation Results

After the learning media was developed, the next stage was validation by experts to assess its suitability. Validation was conducted by material experts, media experts, and language experts to ensure that the developed learning media met various eligibility standards. The validation results indicated that the three-dimensional pop-up book media developed was categorized as very suitable for use in early childhood learning. The experts assessed that the material presented in the book aligns with the learning objectives of character education for early childhood. Furthermore, the media's visual presentation was deemed engaging and appropriate for the developmental characteristics of early childhood. The language used in the story was also deemed simple, communicative, and easy for children to understand.

Table 1 Media Suitability Validation Results by Experts

No	Assessment Aspect	Score	Presentase %	Category
1	Subject Matter Expert	39	93%	Highly Eligible
2	Media Expert	27	84%	Highly Eligible
3	Language Expert	26	93%	Highly Eligible

The validation results show that the three-dimensional pop-up book media developed has met the eligibility criteria so that it can be used in learning activities in kindergartens.

Field Trial Results

After the media was deemed suitable by experts, the next stage was to conduct a field trial to determine the effectiveness of the learning media in instilling honest character values in early childhood. The trial was conducted on 30 children aged 5–6 years from three kindergartens in Pijoan Village.

The development of children's honest character was assessed using a pretest and posttest. The pretest was conducted before using the learning media to determine the initial development of children's honest character, while the posttest was conducted after using the learning media to determine changes in children's honest character development after using the three-dimensional pop-up book.

Table 2 Comparison of Pretest and Posttest Scores

No	Aspects of Honest Behavior	Presentase %		Category
		Pretest	Posttest	
1	Telling the actual event	45%	70%	BSH
2	Admitting mistakes	40%	65%	BSH
3	Asking permission before borrowing items	47,5%	72,5%	BSH
4	Returning items that do not belong to them	42,5%	67,5%	BSH
5	Completing simple tasks	45%	70%	BSH
6	Completing tasks independently	47,5%	72,5%	BSH
7	Remaining honest even when afraid of being scolded	37,5%	60%	MB
8	Not hiding the truth	40%	65%	BSH

9	Having the courage to tell the truth in front of friends	42,5%	67,5%	BSH
10	Not blaming others for their own mistakes	45%	70%	BSH
Total Average		43,5%	68%	BSH

The table shows an increase in the development of children's honest character after using learning media. The average score for honest character development increased from 43.5% in the pretest, which was in the "Beginning to Develop" category, to 68% in the posttest, which was in the "Developing as Expected" category.

Analysis of Learning Outcome Improvement

To determine the level of improvement in children's honest character development after using learning media, an N-Gain Score analysis was conducted. The analysis showed an N-Gain score of 0.44, which is considered moderate. This result indicates that the use of three-dimensional pop-up books significantly improved the development of children's honest character.

Table 3 N-Gain Analysis Results

No	Ability Aspect	Pretest Score	Pretest (%)	Posttest Score	Posttest (%)	N-Gain	Category
1	Telling the actual event	1.8	45%	2.8	70%	0.45	Moderate
2	Admitting mistakes	1.6	40%	2.6	65%	0.42	Moderate
3	Asking permission before borrowing items	1.9	47.5%	2.9	72.5%	0.48	Moderate
4	Returning items that do not belong to them	1.7	42.5%	2.7	67.5%	0.43	Moderate
5	Completing simple tasks	1.8	45%	2.8	70%	0.45	Moderate
6	Completing tasks independently	1.9	47.5%	2.9	72.5%	0.48	Moderate
7	Remaining honest even when afraid of being scolded	1.5	37.5%	2.4	60%	0.36	Moderate
8	Not hiding the truth	1.6	40%	2.6	65%	0.42	Moderate
9	Having the courage to tell the truth in front of friends	1.7	42.5%	2.7	67.5%	0.43	Moderate
10	Not blaming others for their own mistakes	1.8	45%	2.8	70%	0.45	Moderate
Average		1.73	43.5%	2.72	68%	0.44	Moderate

This improvement demonstrates that the use of engaging and interactive learning media can help children understand the concept of character values more concretely. Three-dimensional pop-up books enable children to actively engage in the learning process through engaging story visualizations and direct interaction with media elements.

Overall, the research results indicate that the three-dimensional pop-up books developed are not only suitable for use in learning but also effective in fostering the development of honest character in early childhood.

DISCUSSION

Interpretation of Findings

The results of this study reveal that the development of the three-dimensional pop-up book titled “*Gazi and the Honesty Ice Cream*” contributed positively to strengthening honesty character among children aged 5–6 years. This improvement can be observed from the comparison between the pretest and posttest scores after the learning media was implemented. Initially, the average level of honesty behavior was recorded at 43.5%, which was categorized as *Beginning to Develop*. After the media was used in classroom activities for approximately two weeks, the average score increased to 68%, which falls into the category of *Developing as Expected*. The calculated N-Gain value of 0.44 indicates a moderate level of improvement.

These findings suggest that learning media that incorporate visual and interactive elements can facilitate children's understanding of moral values more effectively than conventional verbal explanations. The use of pop-up books enables children to interact directly with the story content through visual movement and three-dimensional illustrations, which helps them grasp abstract concepts such as honesty in a more concrete manner.

In addition, the results indicate that children showed greater improvement in honesty behaviors related to observable actions, such as telling the truth, asking permission before borrowing items, and returning objects that belong to others. In contrast, behaviors that involve stronger moral courage—such as maintaining honesty even when facing the possibility of being scolded—showed relatively smaller improvements. This condition reflects that behaviors that are concrete and directly experienced tend to be easier for young children to understand and practice.

Furthermore, the effectiveness of the pop-up book media may also be attributed to its ability to create a more engaging and stimulating learning environment. Interactive illustrations and movable elements encourage children to become more actively involved in the learning process. Learning media that integrate visual and kinesthetic experiences are known to increase children's attention, motivation, and comprehension during learning activities (Padang and Sitepu 2023). Therefore, the use of creative instructional media can play a crucial role in supporting character education during early childhood.

Relationship with Previous Literature

The findings of this research are consistent with previous studies emphasizing the effectiveness of interactive storytelling media in early childhood education. (Cahyani and Sari 2020) found that pop-up book media can support moral education because the visual representation of stories helps children understand abstract moral values through concrete situations and narrative contexts.

(Masykuroh and Wahyuni 2023) reported that pop-up book media can enhance children's engagement and learning motivation. The three-dimensional design and interactive features encourage children to participate more actively in the learning process, which ultimately contributes to a deeper understanding of the educational content. Munawwarah, et al (2023) also highlighted the benefits of pop-up book development for children aged 5–6 years. Their study demonstrated that such media can improve children's storytelling abilities while simultaneously supporting their social and emotional development. This suggests that story-based interactive media not only enhance cognitive skills but also foster character development among young learners.

Moreover, research on character education has emphasized the importance of contextual learning experiences. (Haroswinarti et al. 2021) explain that honesty character formation requires meaningful experiences that allow children to observe, understand, and practice moral behavior in everyday contexts. Likewise, Sai et al. (2025) reported that moral storytelling can effectively promote honesty among young children because stories present relatable examples of moral situations that children may encounter in real life.

Other studies also demonstrate that character values can be strengthened through interactive activities. For example, Alvi et al. (2022) showed that traditional games such as *congklak* can foster honesty values because these activities require fairness, adherence to rules, and social interaction among children. These findings indicate that character education in early childhood can be effectively implemented through various engaging and participatory learning strategies.

Taken together, the results of this study support previous research suggesting that visual storytelling media can serve as an effective tool for promoting character education in early childhood settings. The pop-up book developed in this research represents an alternative instructional medium that integrates storytelling, visual interaction, and reflective learning to facilitate the development of honesty character among young children.

Research Limitations

Although this study produced promising results, several limitations should be acknowledged. First, the implementation period of the study was relatively short, lasting only about two weeks. Since character formation is a long-term developmental process, the observed improvements may represent only the initial stage of behavioral change. Character development generally requires continuous reinforcement and consistent practice in daily activities (Mulyati 2020).

Second, the study involved a limited number of participants, namely 30 children from several kindergartens in Pijoan Village. The relatively small sample size may restrict the generalizability of the findings to broader early childhood education contexts. Therefore, future studies should consider involving a larger number of participants and conducting research in different educational settings. (Watini 2020)

Third, this study focused solely on the development of honesty character. In early childhood education, character development includes various other important values such as responsibility, discipline, cooperation, and empathy. According to Kartikowati and Zubaedi (2020), early childhood character education should encompass multiple moral dimensions to support children's holistic development. Consequently, future research may expand the development of learning media to address a wider range of character values.

Implications

The findings of this study offer several implications for early childhood education practices. First, the results demonstrate that innovative learning media such as pop-up books can serve as effective tools for supporting character education among young children. Educators can utilize interactive storytelling media to create engaging learning environments that facilitate children's understanding of moral values. Second, the development of story-based instructional media provides an alternative approach for implementing character education in early childhood settings. Through narrative contexts presented in pop-up books, children are able to understand moral concepts through experiences that are closely related

to their everyday lives. This approach aligns with early childhood learning principles that emphasize meaningful and concrete learning experiences (Maulidia, et al. 2025)

Third, this research contributes to the growing body of knowledge regarding innovative instructional media in early childhood education. Pop-up books can be integrated with other teaching strategies such as storytelling sessions, role-playing activities, and guided discussions between teachers and children. Through these integrated approaches, learning activities can support both cognitive development and the formation of children's moral character. Overall, the development of the three-dimensional pop-up book in this study demonstrates strong potential as an effective instructional medium for strengthening honesty character in early childhood education. Continuous efforts to develop creative and innovative learning media are therefore necessary to enhance the quality of character education in early childhood institutions.

CONCLUSION

This research was conducted to develop and examine the effectiveness of a three-dimensional pop-up book entitled "*Gazi and the Honesty Ice Cream*" as a learning medium to support the development of honesty character in children aged 5–6 years. The findings indicate that the developed media meets both theoretical and practical feasibility standards for implementation in early childhood education settings. Based on expert evaluations, the material content, language usage, and visual presentation of the pop-up book are considered appropriate for the developmental characteristics of young learners.

The results of the empirical testing also demonstrate a positive influence of the media on children's honesty behavior. A comparison of the pretest and posttest scores shows a noticeable increase in the average level of honesty from 43.5% to 68%, with an N-Gain score of 0.44, which is categorized as a moderate level of improvement. These findings suggest that interactive storytelling media, such as pop-up books, can facilitate children's understanding of moral values through engaging visual experiences and meaningful learning interactions.

Nevertheless, the observed improvement represents only an early stage of character formation. Therefore, the implementation of this learning media should be supported by continuous practice, consistent reinforcement, and positive role modeling from teachers. Overall, innovative instructional media have significant potential to enhance the effectiveness of character education in early childhood learning environments.

Acknowledgements

The author would like to express sincere gratitude to the supervisors and lecturers of the Early Childhood Education Program, Faculty of Teacher Training and Education, Universitas Panca Sakti Bekasi, for their valuable guidance and academic support throughout this research. Appreciation is also extended to the principals, teachers, and children of the kindergartens in Pijoan Village who participated in this study and contributed during the data collection process. The author is also thankful to the expert validators for their constructive suggestions in improving the developed learning media. Finally, the author would like to express heartfelt gratitude to her beloved husband and child for their endless support, patience, encouragement, and prayers throughout the completion of this research.

REFERENCES

- Ade Rahayu. 2025. "Metode Penelitian Dan Pengembangan (R&D) : Pengertian, Jenis Dan Tahapan." *DIAJAR: Jurnal Pendidikan dan Pembelajaran* 4(3): 459–70. doi:10.54259/diajar.v4i3.5092.
- Alvi, Ria Rizkia, Ghina Zalfa, Daeng Ayub, Ilga Maria, Ulfia Perdani, and Anggoro Anggoro. 2022. "Meningkatkan Jujur Anak Melalui Permainan Rakyat Congklak." *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6(5): 5414–24. doi:10.31004/obsesi.v6i5.2973.
- Cahyani, Devi, and Maya Sari. 2020. "Penggunaan Media Pop Up Book Dalam Menanamkan Pendidikan Moral Pada Anak Usia Dini." *Jcmc* 5(1): 73–86.
- Haroswinarti, Kimli, Rambat Nur Sasongko, Muhammad Kristiawan, and Eca Gesang Mentari. 2021. "A Case Study of Honest Character Development in Early Childhood in Bengkulu City." *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini* 4(1): 124–36. doi:10.24042/ajipaud.v4i1.8607.
- Jaya, Karmila, Wardani Prodi, Pascasarjana Uin, Aji Muhammad, Idris Samarinda, Nur Kholik, and Afandi Uin. 2023. "IMPLEMENTASI METODE BERCERITA DALAM KARAKTER JUJUR PADA ANAK USIA DINI, (Jurnal Pendidikan Dan Pembelajaran Anak Usia Dini)." *Jurnal Pendidikan Dan Pembelajaran Anak Usia dini* 08(02): 110–22. doi:10.24903/jw.v.
- Jazriyah, Himmatul, and Irma Yuliantina. 2025. "Development of Learning Media Based On Positive Discipline to Improve the Character of Early Childhood." *Journal of Scientific Research, Education, and Technology (JSRET)* 4(1): 665–83. doi:10.58526/jsret.v4i1.742.
- Juliana, Khofifa, Maganti Sitorus, Jl William, Iskandar V Ps, Medan Estate, Kec Percut, Sei Tuan, and Kabupaten Deli Serdang. 2025. "Perkembangan Moral Anak Usia Dini Menurut Piaget: Teori Dan Praktik." *Jurnal Multidisiplin Ilmu Akademik* 2(4): 481–86. <https://doi.org/10.61722/jmia.v2i4.5402>.
- Kartikowati, Endang, and Zubaedi. 2020. 53 *Journal of Chemical Information and Modeling Pola Pembelajaran 9 Pilar Karakter Pada Anak Usia Dini Dan Dimensi-Dimensinya*.
- Khaironi, Mulianah. 2017. "Penanaman Sikap Beragama Dan Moral Anak Usia Dini Di TKIT Salman Al Farisi 2." *JPPM (Jurnal Pendidikan dan Pemberdayaan Masyarakat)* 4(2): 166–79. doi:10.21831/jppm.v4i2.9787.
- Kurnia, Devita, and Setyo Eko Atmojo. 2023. "Pengembangan Buku Dongeng Pop-Up ' Si Kancil ' Dalam Meningkatkan Karakter Jujur Siswa Kelas 2 Sekolah Dasar." 1(1): 1–12.
- Masykuroh, Khusniyati, and Tri Wahyuni. 2023. "Media Pop-Up Book Untuk Meningkatkan Karakter Peduli Lingkungan Pada Anak Usia Dini." *Aulad: Journal on Early Childhood* 6(2): 172–81. doi:10.31004/aulad.v6i2.483.
- Maulidia, Siti Nirmaya, Iswardhani Nur Aziziah, and Vava Imam Agus Faisal. 2025. "Media Pembelajaran Anak Usia Dini." *Journal Fascho : Jurnal Penelitian Dan Pendidikan Anak Usia Dini* 7(1): 1–7. doi:10.63353/journalfascho.v7i1.385.
- Mulyati, Mumun. 2020. "Pembentukan Karakter Dalam Pembiasaan Anak." *Jurnal Media Informasi dan Komunikasi Ilmiah* 21(1): 83–98.
- Munawwarah, Hidayatul, Rosmala Dewi, and Asih Menanti. 2023. "Pop Up Book Development to Improve Story Ability of Children 5-6 Years Old." *International Journal of Islamic Education, Research and Multiculturalism (IJIERM)* 5(1): 1–22. doi:10.47006/ijierm.v5i1.188.

- Oktavia, Yosepin, Sri Watini, and Choiriyah Choiriyah. 2024. "Pengembangan Karakter Pada Anak Usia Dini Melalui Keteladanan Guru Di Kelompok B TK Nusantara Plus School." *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 7(10): 12394–401. doi:10.54371/jiip.v7i10.6088.
- Padang, Aisyah R.D.N, and Melyani Sari Sitepu. 2023. "Utilizing Educational Media in the Field of Education Fosters Active Learning Within the Classroom." *Jurnal Pendidikan (Teori dan Praktik)* 8(2): 95–100. doi:10.26740/jp.v8n2.p95-100.
- Rohmawati, Oom, and Lilis Suryani. 2023. "Membangun Karakter Anak Usia Dini Berbasis Sistem Pendidikan Jepang." *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 6(12): 9774–86. doi:10.54371/jiip.v6i12.2924.
- Sai, Yanyan, Mo Zheng, Yeqing Tang, Liyang Sai, and Xue Liu. 2025. "Moral Stories Can Promote Honesty in Chinese Young Children." *Behavioral Sciences* 15(6): 1–10. doi:10.3390/bs15060733.
- Watini, Sri. 2020. "Implementation of Asyik Play Model in Enhancing Character Value of Early Childhood." *Journal of Physics: Conference Series* 1477(4). doi:10.1088/1742-6596/1477/4/042055.
- Zef Risal, Rachman Hakim, Aminol Rosid Abdullah. 2022. "Metode Penelitian Dan Pengembangan (R&D): Konsep, Teori-Teori, Dan Desain Penelitian." In *Literasi Nusantara Abadi*. <https://bintangpusnas.perpusnas.go.id/konten/BK50850/metode-penelitian-dan-pengembangan-research-and-development-randd-konsep-teori-teori-dan-desain-penelitian>.