

Development of an Illustrated Storybook to Enhance Prosocial Behaviour in 5-6 Year-Old Children

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ABSTRACT

The tendency of conventional textbooks with prosocial behavior themes, which mostly contain text or unattractive visual designs, makes reading activities less appealing to children. Illustrated storybooks with creative and locally relevant settings tend to attract students, especially 5-6-year-olds. This study aims to develop a storybook that fosters prosocial behavior in children. Conducted at Fitrah Semesta Kindergarten using the R&D method with the ADDIE model (up to the development stage), the study produced a 10-page storybook. Data analysis employed qualitative and quantitative techniques. The results show that the illustrated storybook received "highly feasible" ratings from material, language, and media experts. Material aspects scored 85.5%, language 89.2%, and media 84.2%, with an average expert rating of 86.3%. Observational responses scored 86.36% (highly feasible), and the pre-test to post-test improvement was 40.36%. This indicates the storybook significantly enhances prosocial behavior and is highly suitable for 5-6-year-olds.

Keywords: *Storybook, Illustrated Storybook, Prosocial, 5-6-Year-Old Children*

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INTRODUCTION

According to the National Association for the Education of Young Children (NAEYC), early childhood spans ages 0–8. At this stage, children undergo unique growth and development across physical, cognitive, socio-emotional, independence, creativity, language, and communication domains (Atabik., A & Burhanuddin., 2015).

(Beaty., J., 2013), notes that children aged 2–6 begin responding better to others' difficulties, with sharing behavior increasing significantly between ages 4–12. Hurlock supports this, stating prosocial behavior develops through self-adjustment and cooperative play during early childhood (Mayangsari, D., 2017).

Prosocial behavior is most visible in helping others. (Arniansyah, 2018) defines it as sharing, cooperating, helping, honesty, and charity. (Beaty., J., 2013) adds that prosocial behavior reflects moral development through empathy, generosity, cooperation, and care.

Fitrah Semesta Kindergarten in Bekasi City faces challenges in fostering prosocial behavior. Observations reveal children competing over toys and resisting sharing, indicating underdeveloped cooperation skills. Conventional textbooks lack engagement, and while teachers occasionally use videos or gadgets, these reduce social interaction. Teachers also struggle to create structured, age-appropriate illustrated storybooks with moral messages.

Socialization is critical in early childhood development (Aulia & Siregar, 2022), define prosocial behavior as voluntary assistance without reward, a key social skill. Storytelling is an effective method to nurture this behavior.

METHOD

This study uses a mixed-methods approach (qualitative and quantitative) with Research and Development (R&D) to create and test a storybook for enhancing prosocial behavior in 5-6-year-olds. The ADDIE model guided development but was limited to the Analysis, Design, and Development stages due to resource constraints (Prihantoro, 2021).

The study's objectives were to develop a storybook for fostering prosocial behavior, assess the feasibility of the storybook, evaluate its effectiveness. Conducted at Fitrah Semesta Kindergarten (Jalan Raya Pondok Gede Permai No. 11A, Bekasi), the study involved TK-A and TK-B teachers and students (5-6 years old) from December 2024 to March 2025.

Field studies and teacher interviews revealed that conventional textbooks and sporadic use of videos/gadgets limited prosocial development. Of 11 observed students, 2 exhibited strong prosocial behavior, 5 moderate, and 4 low. Identified issues included underdeveloped prosocial behavior (e.g., sharing conflicts), conventional textbooks with poor visuals reduced reading interest, no locally contextualized storybooks, overuse of gadgets hindered social interaction, teachers lacked resources to create structured, age-appropriate storybooks. The ADDIE framework (Analysis, Design, Development) was applied. Data were collected via observation, interviews, and questionnaires.

FINDING

Early Childhood Content Validator

	Indicator	Score	Inte.pre.tation
1	The story aligns with the cognitive, language, and socio-emotional development levels of early childhood.	4	Qualified
2	The story theme is relevant to children's experiences and interests.	4	Qualified
3	The language used is simple, clear, and easy for children to understand.	5	Highly Qualified
4	The vocabulary is varied and enriches children's word bank.	4	Qualified
5	The writing style is engaging and matches children's interests.	4	Qualified

6	The story plot is clear and easy to follow	5	Highly Qualified
7	The characters in the story are appealing and relevant to children's lives.	5	Highly Qualified
8	The conflict in the story is realistic and resolvable by children.	4	Qualified
9	The story contains moral values	4	Qualified
10	The story enriches children's vocabulary and language skills.	4	Qualified
11	The story helps children understand emotions and social interactions.	4	Qualified
12	The story stimulates children's cognitive development	4	Qualified
13	The story encourages questions and discussions.	5	Highly Qualified
14	The story can serve as a basis for creative activities	4	Qualified
15	The illustrations are appealing and age-appropriate	4	Qualified
16	The illustrations support story comprehension	4	Qualified
17	Children can identify with the story's characters	5	Highly Qualified
18	The story inspires children to develop positive traits.	4	Qualified
Total		77	
Average		4,2	Good
Percentage.		85,5%	Highly Qualified

Language Validator

No.	Indicator	Score	Inte.pre.tation
1	The cover is attractive and aligns with the theme of sharing and taking turns.	5	High Qualified
2	The title is easy to read and captures the attention of early childhood children.	5	High Qualified
3	The layout of text and illustrations is neat and not confusing.	4	Qualified
4	Balanced text and images on every page.	4	Qualified
5	Illustrations support understanding of prosocial messages.	4	Qualified
6	Characters' emotional expressions are clear and relevant to the text.	4	Qualified
7	Bright and appealing colors for early childhood children.	4	Qualified
8	Good color contrast between text and background	4	Qualified
9	Simple, easy-to-read font for early childhood children.	4	Qualified

10	Text size is sufficiently large with comfortable spacing.	5	High Qualified
11	The sequence of text and images helps children follow the story flow.	4	Qualified
12	Consistent reading flow (left to right, top to bottom).	4	Qualified
13	Illustration style and colors are consistent throughout the book	4	Qualified
14	Characters and objects do not change shape or color	4	Qualified
Total		59	
Average		4,21	Good
Percentage.		84,2%	High Qualified

Media Validator

No.	Indicator	Score	Inte.pre.tation
1	The cover is attractive and aligns with the theme of sharing and taking turns.	5	High Qualified
2	The title is easy to read and captures the attention of early childhood children.	5	High Qualified
3	The layout of text and illustrations is neat and not confusing	4	Qualified
4	Balanced text and images on every page	4	Qualified
5	Illustrations support understanding of prosocial messages.	4	Qualified
6	Characters' emotional expressions are clear and relevant to the text.	4	Qualified
7	Bright and appealing colors for early childhood children.	4	Qualified
8	Good color contrast between text and background.	4	Qualified
9	Simple, easy-to-read font for early childhood children.	4	Qualified
10	Text size is sufficiently large with comfortable spacing.	5	High Qualified
11	The sequence of text and images helps children follow the story flow.	4	Qualified
12	Consistent reading flow (left to right, top to bottom)	4	Qualified
13	Illustration style and colors are consistent throughout the book	4	Qualified
14	Characters and objects do not change shape or color.	4	Qualified
Total		59	
Average		4,21	Good
Perce.ntage.		84,2%	High Qualified

Pretest

No	Name	Scoring					
		P1	P2	P3	P4	P5	P6
1	Fay	2	3	2	2	2	2
2	Asf	2	3	2	2	3	2
3	Ab	3	3	3	2	2	2
4	Zhr	2	2	2	2	2	2
5	Ans	3	3	2	3	3	2
6	Syf	2	2	3	2	2	2
7	Abr	3	3	2	2	3	2
8	Rqq	2	2	3	3	2	2
9	Ghn	3	3	2	2	2	2
10	Rey	2	2	2	2	2	2
11	Ken	3	3	2	2	2	2
Total		27	29	25	24	25	22
Average		2,4	2,6	2,2	2,1	2,2	2
Precentage		49	52,7	45,4	43,6	45,4	40
Inte.pre.tation		Less Qualified	Qualified Enough	Less Qualified	Less Qualified	Less Qualified	Less Qualified

Post test

No	Name	Scoring					
		P1	P2	P3	P4	P5	P6
1	Fay	4	5	4	4	4	4
2	Asf	4	4	4	4	4	4
3	Ab	4	4	4	4	4	4
4	Zhr	5	4	4	5	4	4
5	Ans	5	5	4	4	5	4
6	Syf	4	5	4	4	4	4
7	Abr	5	5	5	5	5	5
8	Rqq	5	4	4	5	4	4
9	Ghn	4	4	5	4	5	5
10	Rey	4	4	4	4	4	4
11	Ken	5	4	5	4	5	4
Total		49	48	47	47	48	46
Average		4,4	4,3	4,2	4,2	4,3	4,1
Procentage.		89	87,2	85,4	85,4	87,2	83,6
Inte.pre.tation		High Qualified	High Qualified	High Qualified	High Qualified	High Qualified	High Qualified

Description:

P1 : Statement 1:

Paying full attention to the story from beginning to end with focus.

P2 : Statement 2 :

Actively participating in storytelling activities by asking questions and responding.

P3 : Statement 3 :

Actively engaging in storytelling activities through questioning and providing feedback.

P4: Statement 4 :

Able to explain the reasons why taking turns during play is important.

P5 : Statement 5 :

Demonstrating empathy toward characters in the story who face challenges.

P6 : Statement 6 :

Showing understanding of others' feelings during playtime.

Finding

Expert validation scores:

- Material: 85.5% (highly feasible).

- Language: 89.2% (highly feasible).

- Media: 84.2% (highly feasible).

Limited trials showed 86.36% feasibility. Pre-test to post-test improvement was 40.2%, indicating significant prosocial behavior enhancement.

The expert assessment results indicate that the storybook developed to enhance prosocial behavior in children aged 5-6 was rated highly feasible across all aspects. The material aspect scored 85.5%, the language aspect achieved 89.2%, and the media aspect attained 84.2%. These high percentages suggest that the content, language, and media design of the storybook have met the quality standards set by experts. Notably, the language aspect score, nearing 90%, confirms that the narrative and vocabulary used align with the comprehension level of young children, facilitating the internalization of prosocial values.

The limited trial of the storybook yielded a score of 86.36% in the highly feasible category. This strengthens the validity of the expert assessment results while proving that the media is not only theoretically sound but also practically effective. The active participation of children during the trial—such as engaging in storytelling, asking questions, and responding—demonstrates the book's success in capturing interest and fostering positive interactions. Additionally, children's ability to explain the importance of taking turns during play (P4) and showing empathy toward story characters (P5) reflects early development of the expected prosocial behaviors.

The 40.2% increase in children's responses between the pre-test and post-test stages serves as a key indicator of the storybook's success. This significant leap shows that the media is not merely informative but also transformative in shaping children's attitudes. These results align with the high score in the media aspect (84.2%), which highlights the role of visuals and interactivity in influencing children's engagement. Consequently, this storybook has the potential to become an effective educational tool for preschool

environments, particularly in curricula emphasizing socio-emotional skill development. However, broader trials are necessary to ensure consistency of results across diverse contexts and child populations.

DISCUSSION

Validation by material, language, and media experts confirmed the storybook's feasibility. Components assessed included language complexity, plot, themes, vocabulary, character identification, moral values, and visual appeal. Observational data showed children actively engaged, asked questions, and demonstrated empathy. The 40.2% improvement underscores the storybook's effectiveness in fostering focus, courage to ask questions, social understanding, and empathy.

A total of 11 child respondents provided feedback on the illustrated storybook developed by the author to foster prosocial behavior in children. Six components were observed and evaluated: Focusing on the story from start to finish, actively participating in storytelling by asking questions, actively participating in storytelling by answering questions, explaining why taking turns during play is important, demonstrating empathy toward story characters facing difficulties, showing understanding of others' feelings during play.

Overall, the average improvement from **pre-test** to **post-test** was **40.2%**. This indicates a measurable increase in outcomes after using the storybook to develop prosocial behavior in children. **All observed components showed positive improvement**, demonstrating that the storytelling approach using the designed illustrated storybook significantly enhances focus, courage to ask questions, ability to respond, as well as social understanding and empathy in children.

CONCLUSION

Based on the data above, the illustrated storybook for developing prosocial behavior has a meaningful positive impact on improving children's prosocial behavior. All measured components showed substantial improvement, particularly in understanding others' feelings and demonstrating empathy. These results support the use of illustrated storybooks as an effective approach for fostering prosocial behavior in children.

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