

Development of Learning Media Based On Positive Discipline to Improve the Character of Early Childhood

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ABSTRACT

Character building from an early age is an important foundation in shaping a child's personality in the future. Positive discipline is one approach that emphasizes character building without punishment or threats, but with positive reinforcement and fun learning. However, learning media that support the implementation of positive discipline in early childhood environments are still limited. Therefore, this study aims to develop a story book based on positive discipline, assess the feasibility of the book, and test its effectiveness in improving the character of early childhood. This research uses the research and development (R&D) method with the ADDIE model which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The subjects of the study were early childhood in two kindergarten institutions under the Al Furqon Islamic Foundation. Data were collected through interviews to analyze needs, questionnaires by three expert validations (materials, media and language) and observations. The material expert validator gave a total score of 77 with a percentage of 90.58%, the media expert validator gave an assessment score of 41 (percentage of 91.11%) and the language expert validator gave an assessment score of 37 (82.22%). The average percentage of validation by experts is 87.97%. From the percentage obtained, the story book based on positive discipline is in the very good qualification and is declared suitable for use. The level of effectiveness of positive discipline-based storybook products was measured through observations before and after using positive discipline-based storybook products. Before using the storybook, the average character score was 33.41. After being read the storybook, the average score was 41.8. From the results of data analysis using the test Wilcoxon Signed Rank shows that the p -value < 0.001 . The p -value < 0.001 result means that there is a significant difference in the character of early childhood children before and after being read a story book based on positive discipline. Furthermore, to find out the extent of the difference in the results of character measurements before and after being read a story book, the value is calculated effect size r value, which is 0.86. This shows effect size is high, meaning the difference between the scores before and after being read the story book is very significant. Therefore, from these results it is stated that the story books based on positive discipline produced are effective as a medium for improving the character of early childhood.

Keywords: *Early Childhood Character, Positive Discipline, Learning Media And Story Books.*

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INTRODUCTION

Early childhood character is the main foundation in the formation of personality and morality.

In the golden period of development (0-6 years), children begin to understand moral values through interaction with the environment. However, many children still have difficulty applying values such as discipline and responsibility, as seen from the rampant verbal bullying behavior, exclusivity in friendships, and lack of politeness. Data from PISA shows the high number of bullying cases in Indonesia, while interviews with PAUD educators at Tahfidzul Quran Al Furqon Islamic Kindergarten revealed that crucial character issues are politeness, compliance with rules, and exclusive attitudes in making friends. Children not only need to be prepared in terms of academic aspects, but also formed into individuals who are full of empathy and responsible in community life. In line with this statement, Organization for Economic Cooperation and Development (OECD). The OECD further states the importance of social emotional skills in supporting individual success, which includes personal, social, and professional life in the 21st century (Emory University, 2019).

Lack of understanding of social norms leads to impolite behavior, such as speaking loudly or being reluctant to participate in school activities. This phenomenon shows the need for character building from an early age. Positive discipline is an alternative approach that emphasizes mentoring and strengthening positive behavior without punishment or gifts. In addition, social-emotional learning is also important for building children's self-awareness, empathy, and social skills.

This study focuses on the development of positive discipline-based storybooks as a learning medium. This book not only presents stories, but also actively involves children in understanding the consequences of their actions. With this approach, it is hoped that children can internalize moral values naturally. Previous studies have examined the effectiveness of storybooks in improving the morals and social skills of early childhood. A study by (Haryaningrum et al., 2023) showed that storybooks based on local wisdom can increase moral intelligence. Other studies have shown that interactive books can foster reading interest, teach waste management, and increase children's creativity. However, storybooks that use a positive discipline approach are still rarely explored. Therefore, this study aims to develop storybooks that encourage children to understand character values through direct experience, in accordance with the principles of character education by (Lickona, 2019) and positive discipline from (Nelsen, 2006). Identification of Problems in this study include: (1) character problems in the PAUD environment, (2) limitations of character learning media, (3) existing storybooks are not yet based on positive discipline. The formulation of the problem in this study includes (1) How is the analysis of positive discipline needs for early childhood?, (2) How is the design for developing story books based on positive discipline?, (3) How feasible is the story book being developed? And (4) How effective is the story book in improving children's character?. The product to be developed is a story book based on positive discipline which is expected to improve the character of early childhood.

A. Early Childhood Characters

According to (Lickona, 2013) character education is a conscious and planned effort to realize virtue, because morals show the quality of a person's humanity not only for himself, but for society as a whole. Good character according to Thomas Lickona includes understanding, caring, and behaving based on basic ethical values. Thomas Lickona also mentioned that there are seven main character elements that must be instilled in children, namely sincerity, compassion, courage, affection, self-control, cooperation and hard work. Building children's character is at the forefront and must be the concern of all of us, especially parents. Since childhood, children are taught

to be honest, polite, disciplined, responsible and have good morals (Siahaan & Darmeini, 2024)

B. Positive Discipline

According to (Nelsen, 2006) positive discipline is an educational approach that focuses on learning values and social skills through interactions that respect and encourage children's self-confidence. The strategy for implementing positive discipline was developed by Nelsen and Tamborski (Kamila et al., 2024), including: connection before correction, hugs, appreciation, encouragement and support, kind and firm, agreements, routines. In short, this method involves understanding logical consequences and reinforcing positive behavior without harsh punishment (Baumrind, 1996).

C. Learning Media in the Form of Story Books

Learning media are all forms of tools, materials, or methods used to convey information and facilitate the teaching and learning process (Arsyad, 2014). One of the effective learning media for children is story books. Lev Vygotsky in (Santrock, 2011) through the theory of the Zone of Proximal Development (ZPD) defines story books as learning media that integrate elements of active interaction (eg, questions, action choices, or manipulative activities) that allow children to get guidance or support (scaffolding) during the reading process. Storybooks help children understand the concept of positive discipline in a fun and easy-to-understand way. Important components in storybooks according to (Mustadi, 2020) include: illustrations, text, guiding questions, interactive activities and guides for adults. Librianty and Sumantri in (Saqinah & Yuliantina, 2024) stated that storybooks not only invite children to read but also encourage them to actively participate in various activities. Children learn from the experiences of characters and understand the impact of certain behaviors. Storybooks have many positive influences on children's growth and development, ranging from emotional, intellectual, imagination, behavior to social development of children (Mulia, 2019).

Thus, storybooks are an effective means of instilling positive discipline naturally and enjoyably. Storybooks play a key role in the positive discipline approach by providing a fun and reflective learning experience. Children are invited to understand the consequences their actions, develop self-control, and internalize positive values through story exploration (Guru Inovatif, 2024).

METHOD

This study uses the Research and Development (R&D) method with the ADDIE development model consisting of five stages: needs analysis, concept design, product development, implementation, and effectiveness evaluation (Sugiyono, 2013). The ADDIE stages in this study are (1) analysis: conducting needs analysis through interviews, (2) design: designing the content and illustrations of positive discipline-based story books, (3) development: developing story books, conducting validation by involving material, media, and language experts and (4) implementation, namely reading story books for one month in two kindergarten institutions, TK ITQ Al Furqon and TKIT An Nuur and finally (5) evaluation, namely assessing the effectiveness of books in improving children's positive discipline.

This research was conducted in Mungkid sub-district and Sawangan sub-district, Magelang district, Central Java, from October 2024 to March 2025. The target of the research was children aged 4-6 years with a total population of 195 children, of which 95 children were selected as

samples using the method *simple random sampling*. Data collection in this study was carried out using three methods, namely:

A. Interview

Interviews were conducted with educators to obtain initial data related to the character of early childhood and the media needed.

Table 1. Grid of Needs Analysis Interview Instrument

VARIABLES	ASPECT	INDICATOR	AMOUNT ITEM
CHARACTER CHILD EARLY AGE	The character that will developed	How important is character	1
		What character problems are most often encountered?	1
		The character values that need to be strengthened most in early childhood.	1
DISCIPLINE POSITIVE	The strategy that used Teacher	How you have taught discipline to your children so far.	1
		Children's responses so far.	1
BOOK STORY	The media that used	The media used to build character so far.	1
		Story books owned by PAUD units.	1
	Type of story which are interesting for children aged early	The most interesting story book display for children.	1
		The language in story books is easy for Children to understand.	1

B. Questionnaire

The first questionnaire was intended for material experts. The purpose of this validation was to assess the feasibility of the material in the learning media in the form of positive discipline-based story books to support the improvement of early childhood character.

Table 2. Grid of Material Expert Validation Instrument

VARIABLES	DIMENSIONS/ ASPECT	INDICATOR	AMOUNT ITEM
CHARACTER CHILD EARLY AGE	Courtesy	The story book material shows the use of polite words, such as sorry, thank you, etc.	1
		The storybook material shows an attitude of respect for elders.	1
		The storybook material shows the instillation of a friendly attitude towards friends.	1
		Storybook material provides stimulation for listening when others speak.	1

	Understand Rules/Cons sequence	Storybook material provides stimulation for children to learn the rules in the classroom and play environment.	1
		The storybook material provides stimulation for children to obey existing rules.	1
		Storybook material stimulates children to demonstrate awareness of following rules without needing to be reminded constantly.	1
		Storybook material provides stimulation for children to understand the consequences of their actions.	1
		The storybook material provides stimulation for children to accept the consequences of their actions.	1
		Storybook material provides stimulation for children to be responsible for their actions.	1
		Storybook material shows stimulation so that children can control themselves.	1
	To love Others	Storybook material provides stimulation for children to show empathy for other people's feelings.	1
		The storybook material provides stimulation for children to show affection to friends.	1
		The storybook material provides stimulation for children to appreciate differences.	1
DISCIPLINE POSITIVE	The solution in conflict in a way Constructive	The storybook material shows a picture of an attitude of respecting friends even in conflict situations.	1
		Storybook material shows stimulation for children to understand that conflict resolution aims to improve relationships, not punish the other party.	1
		The storybook material shows stimulation of non-violent conflict resolution.	1

Furthermore, the design of the story book product was also validated by media experts, which aimed to assess the feasibility of positive discipline-based story book media in supporting the development of early childhood character.

Table 3. Media Expert Validation Instrument Grid

VARIABLES	DIMENSIONS/ ASPECT	INDICATOR	AMOUNT ITEM
CHARACTER CHILD	Courtesy	Illustrations support understanding of polite behavior, such as apologizing.	1

EARLY AGE	Understand Rule/Consequence	Illustrations support understanding of rules/consequences	1
	To love Others	Illustrations support the character of the characters in the book showing empathy towards other people's feelings.	1
DISCIPLINE POSITIVE	Rule	Visualizations support children's understanding of the rules.	1
	Completion Conflict	The visualization shows a picture of a non-violent solution.	1
BOOK STORY	Media learning	Attractive, clear and age-appropriate illustrations	1
	Interactive	Books provide interactive elements such as conversations that can be practiced.	1
	Visualization	The font size, color, and design of the book make it easy for children to follow the story and activities.	1

The third validation was carried out by a language expert with the aim of assessing the appropriateness of the language used in positive discipline-based story books to support the development of early childhood character.

Table 4. Grid of Language Expert Validation Instruments

VARIABLES	DIMENSIONS	INDICATOR	AMOUNT ITEM
CHARACTER CHILD EARLY AGE	Courtesy	Language supports understanding polite behavior, for example by apologizing.	1
	Understand Rule/Consequence	Language supports understanding of rules/consequences	1
	To love Others	Language supports the character of the characters in the book showing empathy for the feelings of others.	1
DISCIPLINE POSITIVE	Rule	Language that supports the character of the characters in the book shows respect for differences.	1
	Completion Conflict	Language according to the child's cognitive abilities.	1
BOOK STORY	Media learning	Language supports positive discipline messages.	1
	Interactive	The text is easy for children to read and understand.	1
		Language facilitates interaction with children.	1

The answers to this questionnaire use a scale assessment Likert (Sugiyono, 2013) which was developed into 5 (five) categories, namely 5 very appropriate, 4 appropriate, 3 quite appropriate, 2 inappropriate and 1 very inappropriate.

C. Observation

Observations were conducted to measure the extent of differences in character before and after using positive discipline-based story books.

Table 5. Initial and Final Observation Instrument Grid

DIMENSION/ ASPECT	INDICATOR	NUMBER ITEM
COURTESY	Use polite words, such as sorry, thank you, etc.	1
	Respect your elders.	1
	Be friendly to friends.	1
	Listen when others speak.	1
UNDERSTAND RULES/CONSEQUENCES	Know the rules in the classroom and play environment.	1
	Comply with existing rules.	1
	Demonstrates awareness of following rules without needing constant reminders	1
	Understand the consequences of their actions.	1
	Accepting the consequences for their actions	1
	Take responsibility for their actions.	1
	Can control yourself.	1
LOVING PEOPLE OTHER	Show empathy for other people's feelings.	1
	Show affection to friends.	1
	Respecting differences.	1

These initial and final observation instruments are calculated using a scale *Likert* which was developed into four (4) categories (Sugiyono, 2013), namely 4 always, 3 often, 2 ever and 1 never. The validation percentage from the experts was calculated using the formula:

$$P = \frac{\sum x \text{ sum of scores}}{N \text{ ideal score}} \times 100\%$$

Information:

P = Percentage gain from validators

$\sum x$ = Total score for each selected criterion

N = The ideal score, namely the highest value multiplied by the number of statements.

Table 6. Product Eligibility Criteria (Yudha, 2024)

Percentage Eligibility	Qualification	Information
81%-100%	Very good	Can be used without revision
61%-80%	Good	Can be used with minor revisions
41%-61%	Enough	Can be used with multiple revisions
21-40%	Not enough	Multiple revisions and revalidation
0-20%	Very bad	Cannot be used and revalidated

To determine the effectiveness of using positive discipline-based story books in improving the character of early childhood, the analysis was carried out using 2 methods, the first being descriptive statistics calculating scores and percentages, then the second using the help of the SPSS application, with the following provisions (Kadir, 2019):

- a) The first step is to test the normality of the data using Shapiro-Wilk test (because $n < 100$) or Kolmogorov-Smirnov test
- b) Next is the data normality test using SPSS.
- c) Observation data is a score from a scale Likert which means it includes ordinal data, non-absolute data, so the effectiveness test uses Wilcoxon Signed Rank Test
- d) Next, to measure the extent of the impact using Effect size r . Interpretation of Effect Size r based on Cohen (M. & Copeland, 2024) is as follows.

Table 7. Effect Criteria

Big effect size	Criteria
0.00 – 0.20	Has little effect
0.21 – 0.50	Has moderate effect
> 0.8	Has high effect

FINDING AND DISCUSSION

FINDING

The first stage of this research is to conduct a needs analysis. The needs analysis was conducted through interviews with six educators of Tahfidzul Quran Al Furqon Islamic Kindergarten, namely Sri Wahyuni, Siti Zulaiah, Husni Faizah, Hikmah Suryaning Tiyas, Tri Puji Astuti and Attin Khoiri Nurdiniyah. The results of the interviews with the six educators of Tahfidzul Quran Al Furqon Islamic Kindergarten showed that the characters that need to be improved include politeness, attitudes of not following rules when doing activities in class and insulting friends who are not liked. The methods used so far are through advice, approaches and role models. PAUD units have story books, but the use of story books so far has not focused on improving character. Based on the needs analysis, it is necessary to develop story books based on positive discipline which aim to help educators improve the character of early childhood.

Next, design the product by compiling the content of the story book, namely 3 cases according to the needs analysis, namely regarding politeness, obedience to rules and attitudes of caring for friends.

The next step is to develop the product and validate the story book involving 3 experts, namely material experts, media experts and language experts. The three validators provide an assessment in the form of a score and provide suggestions and input for improving the story book. The results of the validation by the three validators can be summarized in the table below.

Table 8. Expert Validation Results Recap

Validators	Score	Percentage
Subject matter expert	77	90.58%
Media expert	41	91.11%
Linguist	37	82.22%
<i>Average</i>		87.97%











Based on the table above, the validation of the story book produced obtained an average percentage of 87.97% which was measured through the material aspect, media aspect and language. From the percentage obtained above, the story book is in a very good qualification and is declared suitable for use.

The three expert validators also provided descriptive suggestions for improving the storybook. Suggestions from the experts included changing the title of the storybook accordingly, adding narratives that show validation of children's feelings, adding scenes for attitudes of respecting differences and color illustrations. These suggestions were then used as a guide for the final revision of the positive discipline-based storybook to produce a final model or product that was ready to be tested on a limited scale, namely at Tahfidzul Quran Al Furqon Islamic Kindergarten. The following is a description of the product before and after revision.

Table 9. Story Book Overview


Early Model	Final Model	Change Description
		<ul style="list-style-type: none"> Title changed
		<ul style="list-style-type: none"> Title changed Background changes color
		<ul style="list-style-type: none"> Background changes color
		<ul style="list-style-type: none"> Background changes color

		<ul style="list-style-type: none"> Background part on changed, at first There is white, product final color white changed become color Which same as the wall.
		<ul style="list-style-type: none"> Background part on changed, at first There is white, product final color white changed become color Which same as the wall.
		<ul style="list-style-type: none"> Plus 1 slide for validating narrative child's feelings.

		<ul style="list-style-type: none"> Page number changed Narration conversation changed Background part on changed, at first There is white, product final colorwhite changed become color Which The same with wall And addition ornament wall paint orange.
		<ul style="list-style-type: none"> Page number changed Background part on changed, at first There is white, product final colorwhite changed become color Which The same with wall And addition ornament wall paint orange.
		<ul style="list-style-type: none"> Page number changed Background part on changed, at first There is white, product final colorwhite changed become color Which The same with wall And addition ornament wall paint orange.
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		<ul style="list-style-type: none"> Page number changed Background part on changed, at first There is white, product final color white changed become color Which same as the wall.

		<ul style="list-style-type: none"> - Page number changed - Background part on changed, at first There is white, product final color white changed become color Which same as the wall.
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		<ul style="list-style-type: none"> - Page number changed - Background part on changed, at first There is white, product final color white changed become color Which same as the wall.
		<ul style="list-style-type: none"> - Page number changed - Narration conversation changed - Background part on changed, at first There is white, product final color white changed become color Which same as the wall.
		<ul style="list-style-type: none"> - Page number changed - Background part on changed, at first There is white, product final color white changed become color Which same as the wall.

		<ul style="list-style-type: none"> Page number changed Background part on changed, at first There is white, product final color white changed become color Which same as the wall.
		<ul style="list-style-type: none"> Added 1 slide for illustration so that children can understand appreciate the differences
		<ul style="list-style-type: none"> Page number changed Background part on changed, at first There is white, product final color white changed become color Which same as the wall.
		<ul style="list-style-type: none"> Page number changed Backgroundpart on changed, at first There is white, product final colorwhite changed become color Which same as the wall Arranging sentences to make them more comfortable to read.
<p>Selamat Membaca</p> 	<p>Selamat Membaca</p> 	<ul style="list-style-type: none"> Background changes color

Next is the implementation stage, at this stage the final story book was tested in Tahfidzul Quran Islamic Kindergarten, Mungkid District and in An Nuur Islamic Kindergarten, Sawangan District, Magelang Regency. The number of test subjects was 95 children divided into six classes, namely 3 groups B in Al Furqon ITQ Kindergarten and 3 groups B in An Nuur Islamic Kindergarten.

The trial of using this storybook was conducted every day for one month, starting on February 6, 2025 and ending on February 26, 2025. Before the trial of using the positive discipline-based storybook, observations were conducted to measure children's character using prepared instruments. These observations were conducted by educators in their respective classes. Then, every day the educators read this storybook in their respective classes for one month. After one month of reading, the children's character was measured again. The following are the results of character measurements before and after the storybook was read.

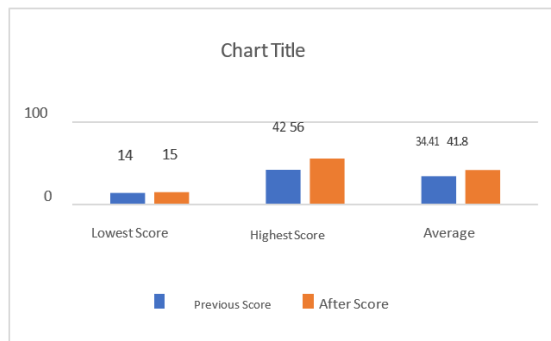
Figure 1. Observation Results

Num.	Child Name	Previous Score	Score After
1	A	31	42
2	B	38	47
3	C	36	46
4	D	40	45
5	E	36	45
6	F	39	42
7	G	28	29
8	H	38	42
9	I	37	42
10	J	39	42
11	K	37	42
12	L	33	34
13	M	40	45
14	A2	35	50
15	B2	38	55
16	C2	35	48
17	D2	36	45
18	E2	33	47
19	F2	35	44
20	G2	42	55
21	H2	42	56
22	I2	42	56
23	J2	42	55
24	K2	25	38
25	L2	36	47
26	M2	25	39
27	N2	40	49
28	O2	31	47
29	P2	42	56
30	A3	35	45
31	B3	35	47
32	C3	24	38
33	D3	39	43
34	E3	24	32
35	F3	40	42
36	G3	38	42
37	H3	26	40
38	I3	34	42
39	J3	26	40
40	K3	35	39
41	L3	29	35
42	M3	36	42
43	N3	26	34
44	O3	35	42
45	P3	29	37

Num.	Child Name	Previous Score	Score After
46	A4	41	42
47	B4	36	42
48	C4	36	42
49	D4	35	42
50	E4	38	43
51	F4	31	42
52	G4	41	48
53	H4	39	52
54	I4	39	48
55	J4	34	44
56	K4	34	48
57	L4	42	50
58	M4	35	47
59	N4	40	52
60	O4	42	42
61	A5	31	42
62	B5	22	34
63	C5	24	37
64	D5	26	33
65	E5	24	33
66	F5	39	42
67	G5	30	42
68	H5	34	41
69	I5	25	34
70	J5	21	33
71	K5	37	42
72	L5	37	42
73	M5	26	30
74	N5	14	15
75	O5	29	40
76	P5	36	42
77	Q5	28	34
78	R5	42	42
79	A6	32	38
80	B6	35	39
81	C6	23	32
82	D6	31	39
83	E6	35	42
84	F6	40	42
85	G6	27	35
86	H6	29	41
87	I6	28	39
88	J6	32	44
89	K6	19	28
90	L6	26	32
91	M6	31	41
92	N6	32	43
93	O6	32	41
94	P6	32	37
95	Q6	40	46
Lowest Score		14	15
Highest Score		42	56
Average		34,41	41,8
Percentage		61,45%	75 %

From the results of the observation recap before and after the story book was read, it can be presented in the graph below.

Figure 2. Summary Graph of Observation Results



The average character score of early childhood before using positive discipline-based story books was 34.41, after being read positive discipline-based story books the score became 41.8.

There was an increase in the score of 7.39. The percentage of character before being read the story book was 61.45% and after being read the story was 75%. The increase in the percentage was 13.55%.

In addition to being calculated using descriptive statistics, it is also calculated quantitatively. The quantitative analysis calculation begins by testing the normality of the observation data using SPSS to obtain the results below.

Table 10. Data Normality Test Results

Tests of normality						
Kolmogorov-smirnova				Shapiro wilk		
Statistics		Df	Sig.	Statistics	Df	Sig.
Before	.139	95	<.001	.949	95	<.001
After	.143	95	<.001	.948	95	<.001
A. Lilliefors significance correction						

The table above, specifically the testKolmogorov-Smirnovshows the score statistics before being read the story of 0.139 and the score statistics after being read the story book of 0.143 and p-value < 0.001. If the p-value < 0.005 then the data is not normally distributed. Because it is not normally distributed, the statistical analysis uses the testnon-parametric, precisely the testWilcoxon Signed Rank Testwith the help of SPSS.

The following are the test resultsWilcoxon Signed-Rank Test.

**Table 11. Results of the Wilcoxon Signed-Rank Test Analysis
Related-SamplesWilcoxon Signed Rank Test
Score Before, Score After**

Related-samples wilcoxon signed rank test summary	
Total n	95
Test statistics	4371.000
Standard error	260,780
Standardized test statistics	8,381
Asymptotic sig.(2-sided test)	<.001

Test Wilcoxon Signed Rank used to test whether there is a significant difference between the scores before and after being read a story book based on positive discipline. The p-value <0.001 means that there is a significant difference in the character of early childhood children before and after being read a story book based on positive discipline.

After finding the standard statistical test with the test Wilcoxon Signed Rank (“Modul 11 Uji Wilcoxon Kode: MIK411),” 2017) (or Z value) then the analysis is carried outeffect size rnamely measuring how big the difference is before and after being read a story book based on positive discipline.

Figure 3. Formula Effect Size r

$$r = \frac{Z}{\sqrt{N}}$$

Information

- Z = Standardized Test Statistic (from Wilcoxon test)
- N = Number of samples (Total N)

The following is a manual calculation. $r =$

$$\begin{aligned} r &= \frac{Z}{\sqrt{N}} \\ r &= \frac{8,381}{\sqrt{95}} \\ r &= \frac{8,381}{9,74679} \\ r &= 0.86 \end{aligned}$$

Mark *effect size* r is 0.86. This shows *effect size* high, meaning the difference between the scores before and after reading the story book is very significant. In other words, story books based on positive discipline have proven effective in improving the character of early childhood.

DISCUSSION

Research and development of positive discipline-based story books was conducted using the ADDIE development model. This model consists of 5 stages of development, namely analysis, design, development, implementation, and evaluation.

The results of the needs analysis through interviews show that the characters that most need to be addressed immediately are characters about politeness, obedience to rules and attitudes of loving friends. The learning media used to overcome these character problems are in the form of story books based on positive discipline.

Product development is carried out according to needs analysis, the content of the storybook is adjusted to cases that often occur in the PAUD environment using a positive discipline approach. Furthermore, to measure feasibility, validation is carried out by experts, namely material experts, media experts and language experts. The material expert validator gave a total score of 77 with a percentage of 90.58%, the media expert validator gave an assessment score of 41 (percentage of 91.11%) and the language expert validator gave an assessment score of 37 (82.22%). The average percentage of validation by experts is 87.97%. From the percentage obtained, the positive discipline-based storybook is in the very good qualification and is declared suitable for use.

The level of effectiveness of positive discipline-based storybook products was measured through observations before and after using positive discipline-based storybook products. Before using the storybook, the average character score was 33.41. After being read the storybook, the average score was 41.8. From the results of data analysis using the test Wilcoxon Signed Rank shows that the p -value < 0.001 . The p -value < 0.001 means that there is a significant difference in the character of early childhood children before and after being read a story book based on positive discipline. Furthermore, to find out the extent of the difference in the results of character measurements before

and after being read a story book, the value is calculated effect size rits value, which is 0.86. This show effect sizer is high, meaning the difference between the scores before and after being read the story book is very significant.

CONCLUSION

The development of learning media in the form of story books based on positive discipline is effective as a medium for improving the character of early childhood, especially in terms of politeness, obedience to rules and a caring attitude towards friends.

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