Children's Story Textbook and Character Education for the Elementary Students

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Abstract

This research aimed to develop textbooks containing short stories for young learners based on character education for the fourth grade students at one elementary school. The research subjects were elementary school students, while the research object was children's stories. Children's stories are tales that narrate a story close to the world of children and use language that is easy to be understood by them. The children's story textbook developed in this research was a literary work that reflects the value of character education. The method used was research and development. The result was a textbook to teach the fourth-grade students in the state elementary school, which contains children's story based on character education values. The findings illustrated by the expert validation showed that the textbook was feasible. It was effective since the learning results increased. In the trial, the learning goal was achieved in the time allocated. The textbook fascination was described from the interview result with the teacher and students at the trial. In addition, the student's responses to learning with the textbook were reflected in their enthusiastic learning behaviors. The assessment conducted by the teacher revealed that the average score was 89%, while the individual trial was 84%, the small trial was 96%, and the field trial was 97%. In conclusion, the children's story textbook book based on character education was considered very interesting, precise, clear, and appropriate.

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Introduction

Teaching young learners needs full attention from the government, schools, parents, and the surrounding community. It is because elementary school-aged children are a period of growth physically and mentally that will become the joints of their lives (Anggraini et al., 2021; Oktavia et al, 2022). National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the nation's intellectual life (Mukminin et al., 2019; Rakimahwati et al., 2022). Indonesia's national education's goal is to develop the potential of students to become human beings who believe and fear the Almighty God, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Depdiknas, 2003). The educational purpose of schools is to develop a complete human being with good character, independence, and responsibility (Hadiyanto et al., 2022). Soelistyarini (2011) stated that the national education goals mandated the development of the nation's character, not the responsibility of individuals or groups but a shared obligation for the Indonesians.

The development of children's character should start from an early age because it requires a long and continuous process for a long time (Oktavia et al., 2022; Rakimahwati et al., 2022). Formal education starts from elementary school age. The character development of elementary school students can be applied to various learning methods, learning materials, and teaching materials. These must be carried out appropriately and effectively. Literature appreciation learning material in elementary school is a children's literature. This material is beneficial for educating and fostering positive behavior in children. In addition, studying literary works can be enjoyed at the same time, because its appreciation is carried out in a fun way, and it accommodates entertainment and moral learning for students (Failasofah et al., 2022).

Children's literature is a literary creation containing content about the familiar world to children and expressed in beautiful, interesting, and easy-to-understand language. In elementary schools, it is a tool to build students' character. The purpose of learning appreciation literature in elementary schools is to support children's competence in recognizing and interacting with creative literature closer. The implementation of appreciation in reading, understanding, and interpreting children's literary works is determined in the form of a textbook by the teacher. The type of literary creation that was designed in the form of fiction is a children's story. The selected stories must be children's literature by considering the content reflected in the picture of life and can be captured by the thinking ability of elementary school students. After all, the stories displayed should reveal the moral teachings that can build the positive character of the students. Creating children's character can be done through stories that children read. Therefore, developing children's story textbook was appropriate and should be done. For this reason, the researcher plans to develop a children's story textbook that contains character education values.

Methodology

This research aimed to develop a children's story textbook based on character education. The result was a product in the form of a character education-based children's story textbook for the fourth grade in state elementary School. The method used in this research was the *Research and Development model*. This research produced a prose appreciation textbook that tested for feasibility and validity in fourth-grade students at elementary school. Product presentation is crucial to know to what extent this book can be used effectively and efficiently (Sugiyono, 2011).

The development model is carried out in a work order, including the first assessment, work design, development, initial test, improvement preliminary results, product feasibility test, revision repeat, test field, product repair end, dissemination, and application (Setyosari, 2016). Products in form of character education-based children's story textbook research results had been tested in the fourth grade at one elementary school.

Textbook development process

The development of the textbook was carried out through the following processes and steps: analyzing the needs, planning, production processes, validation, and testing. The textbook development was validated by expert validators of learning materials, learning design experts, teaching teachers, and students. The production process for textbooks started from pouring out ideas to producing products in the form of textbook prototypes. The textbook prototype was validated by learning materials experts and learning design experts. The validation of development products by learning materials experts and learning design experts determines whether or not the textbook development product is feasible. The validation results product that had been assessed as feasible by the expert was then assessed by the teacher. Furthermore, the textbook was tested on students.

Material expert validation

Material validation was carried out by obtaining information from a material expert learning validator who provided input on product assessment. The discussion results of input from expert validators of learning materials were to revise and improve the quality of the textbook developed. The validation was carried out by an associate professor of the Indonesian Language and Literature Education at Universitas Jambi. Validation by material experts was carried out twice.

In the first validation of the material expert, from 20 assessment indicators, 18 indicators were considered good. The material description was interesting and appropriate to the characteristics of the fourth-grade students. Furthermore, there was a match between the learning objectives and the textbook. Material I and material II were easy for students to understand. In addition, there was an appropriate between the summary and the textbook material. Sample fiction stories for the children in the book taught were interesting enough and appropriate for the fourth grade of elementary school students. Next, there was an

appropriate between the exercise and the description of the material in the textbook. The scope of the exercise was adequate, the summary was clear, and the practice questions supported students' understanding of the material description. The overall description of the material was easy to understand, and the presentation of the material was organized well. There was the appropriate level of development, knowledge, illustration, and students' experience. The language used was communicative because it used effective sentences and examples were based on the textbook, and the arrangement of writing styles was very interesting.

The material expert in this assessment commented that two indicators in learning II needed to be revised. It was necessary to add an explanation of the story characters based on the age of the children. Furthermore, learning IV in the textbook needed to choose stories that reflect the value of understandable character education for students. This research was considered invalid and needed to be revised by learning material experts. Comments and suggestions from the material experts were used to improve the children's story textbook based on character education. After the revision, validation II was carried out by learning the material expert. Based on the comments of the learning material experts on validation II, all indicators were considered appropriate and good because they were the indicators of learning objectives. The validator commented that the textbook was feasible of being tested on students.

Learning design expert validation

The learning design validation of the textbook was carried out by a professor of the master of English education at Universitas Jambi as a learning design expert. Validation was carried out twice to obtain information and input to improve the quality of the developed textbooks.

In the first validation, the learning design expert assessed that all indicators in the instrument were good. Design experts commented and suggested that the textbook needed to complete the instructions for using the books. Competency standards and basic competency needed to be written. Design experts also suggested that the competency test should be equipped with an answer key. Typing errors needed to be corrected, such as spelling errors, placement of spaces, or use of prepositions and punctuation marks. Afterward, design experts suggested choosing a trustworthy internet source. After revising the textbook product based on the suggestions and comments of the design expert, it was handed back to the learning design expert. In this second validation, the design expert assessed that it was good, although there were still suggestions for improving the font size in the instructions for using the book. Furthermore, everything was good, and the textbook developed was ready to be tested.

Teaching teacher trials

After the material and learning design expert stated that the textbook was good and proper, a product trial was conducted. It was conducted on textbook users such as teachers

and fourth-grade students at one elementary school. There were three teachers who were involved in the study.

Data on responses or assessment results by teachers revealed that the size and shape of the letters in the book achieved a score of 100%. The material in the textbook was easy to understand by the teacher, and it was scored 93%. Illustrations or pictures are in the interesting form with a score of 100%. The entire contents of the textbooks: preface, table of contents, introduction, material description, summary, exercises, competency test, and bibliography had been completed and got a score of 86%. The material in the textbook is under the competency standards and basic competencies, with a score of 93%. Sample fiction stories were interesting and fun for students and got a 86%. The textbook was designed based on the students' needs and got a score of 86%. The appropriate summary with the description of the material in the textbook got a score of 80%. Practice questions and competency test questions were clear and understandable, with a score of 80%. The textbook could make students effective in achieving learning objectives with a score of 86%. Obtaining the average score of the assessment results of teachers who taught children's story based on education characters got an 89% score. By the rating scale and qualifications, an 89% score indicated that the textbook was categorized as very good, very interesting, and very appropriate, so it did not need to be revised again.

Based on the assessment and discussion results, the teaching teacher said that principally, character education-based children's story textbook did not need to be revised. However, the suggestions and comments submitted in the open-ended questionnaire still needed some considerations for improvement so that the character education-based children's story textbook can be more perfect.

Individual trial

The textbook was revised based on input from material expert validators, learning design experts, and teachers. Afterward, it was tested individually on the fourth-grade students at one elementary school as the target group of users in the field. The respondents in the individual trial consisted of three students from different classes. The trial data were collected by assessing the questionnaire. Furthermore, the results were in a range of 1 to 5. A score of 5 meant very interesting, very appropriate, and very easy. A score of 4 meant interesting, appropriate, and easy. A score of 3 meant interesting enough, quite appropriate, and quite easy. A score of 2 meant less interesting, less appropriate, and less easy. A score of 1 meant not interesting, not appropriate, and not easy. Each item of the questionnaire got a score based on a rating scale. Afterward, it was transformed into a percentage form. Furthermore, there was also a column for comments or suggestions.

The results of individual trials in the textbook were as follows. The front cover was considered very interesting, with a percentage score of 100%. The illustrations or pictures were interesting and under the explanation. It obtained a percentage score of 80%. The material was easy to understand, and the percentage score was 80%. Sample fiction stories were interesting and fun to read. It got a percentage score of 93%. The percentage score of understanding the material was 93%. The textbook applied easy and understandable language and obtained a percentage score of 86.6%. The presented exercise activities were

interesting and motivating to students. The percentage score was 80%. Practice questions and competency tests were easy to understand. It got a percentage score of 100%. Overall, the textbook was interesting, and the percentage score was 80%. It could also streamline students to achieve learning objectives. It obtained a percentage score of 100%. The average score of the percentage was 84%. It started from the data analysis results provisions that have been determined in the methodology. The average percentage of 84% was in the category of very good. Based on the assessment results or individual test responses to children's story textbooks were included in the category of very good. Thus, they did not need to be revised.

Small group trial

Small group trials were conducted after individual trials. It was carried out in class IV A at one elementary school with six students representing each class. The data on the results of small group trials were not only collected using questionnaires, but also an initial test *(pre-test)* and a final test *(post-test) to determine student learning outcomes before and after using* the textbook. Small group trials were conducted for four meetings. In addition, the data were collected using a questionnaire, an initial test *(pre-test)*, and a final test *(post-test)*. The result of small group trials from the front cover of the textbook was considered very interesting, with a percentage score of 97%. The illustrations or pictures in the textbook were interesting and under the explanations. It obtained a percentage score of 93%. The material was easy to understand, and the percentage was 90%. Sample fiction stories in the textbook were interesting and fun to read with the percentage was 100%. The language was easy and understandable for students. It obtained a percentage score of 97%. The presented exercise activities were interesting and motivated students to learn. The percentage score was 97%. Practice questions and competency tests were easy to understand, and they got a percentage score of 97%. Overall, the textbook was interesting, with a percentage score of 97%. It was also an effective medium for achieving learning objectives. It obtained a percentage score of 94%. From the overall percentage, the average percentage score was 96%. The average percentage score of 96% was considered a "very good" category.

Based on the assessment results or small group trial responses to the textbook, it was categorized as "very good" quality. This textbook did not need to be revised or improved, but the researcher tried to improve the character education value in the short stories to make it better.

Field trial

After expert validation, individual trials, and small group trials, it continued to the field trials. The field trial was carried out on 20 students in the fourth grade at one elementary school to determine the fascination and usefulness of character education-based children's story textbook in learning. The data from the field trials were collected using a questionnaire, an initial test *(pretest)*, and a final test *(post-test)* to determine students' learning outcomes before and after using the textbook.

The results of the field trial on the textbook were as follows. The front cover was considered very interesting, with a percentage score of 100%. The illustrations or pictures were interesting and under the explanation. It obtained a percentage of 99%. The material was easy to understand, with a percentage of 99%. Sample fiction stories served in an interesting and fun form to read. The percentage was 100%. The textbook could make students easier to understand the material about stories and fiction, with a percentage of 92%. The language used was easy to understand. It obtained 97%. The presented exercise activities were interesting and motivated students to learn. The percentage was 97%. Practice questions and competency tests were easy to understand. It obtained a percentage score of 93%. Overall, the textbook was interesting, with a percentage score was 98%. It could also make students effective in achieving learning objectives, so the percentage was 99%. The average percentage was 97.6%. This 97.6% was categorized as very good. Based on the results of the assessment and discussion of field trials on children's story textbook, they were included in the category of very good and did not need to be revised or corrected.

Findings and Discussion

Development of children's story textbook based on character education

The product in this research was developed based on the need analysis of the textbook needed by the teachers and students at one elementary school. The researcher found that the teachers were using the available book at school in teaching literary appreciation. The material covered all the competencies for fourth-grade students in elementary school. The book contained fiction short stories for young learners, but the discussion and examples are limited, whereas the character education should be reflected in various contexts. The more contexts were discussed, the more the students would understand character building in-depth. It also affected the students to be less interested in learning short stories from the book. Thus, the researcher developed a children's story textbook based on character education to meet the needs of the teachers and students at one elementary school. This product was expected to be able to help teachers achieve learning goals based on the curriculum.

The current textbook was developed using the Dick and Carey (2005) design model which had been gradually refined. These stages were an assessment by a learning material expert, an instructional design expert, a friend of a teacher who taught in the fourth grade of elementary school and a trial of textbook products for fourth-grade students at one elementary school as the target user of this product. In general, the aspects shown had been revised, including the completeness and feasibility of components, accuracy of content, effectiveness, and fascination of textbooks. The results of the assessment and trial were the material for improving the development of the character education-based children's story textbook.

The analysis of the textbook was from the material and the design. The material was classified into three parts. They were opening, content, and closing. The opening part consisted of a preface, table of contents, introduction, and instructions to use this book, standard competence, and basic competence. The content part consisted of material,

summary, exercises, and competency tests. The material was developed based on standard competence and basic competencies. The exercises and competency tests were expected to sharpen the students' comprehension and measure their understanding of the material. In the closing part, there were glossary, bibliography, and appendixes. The analysis of the design of the textbook includes shape, text, color, and illustration. Overall, the physical appearance was visually interesting. The layout used A4-sized paper, space 1.5, Times New Roman letter size 12, and colorful illustrations.

Material expert validation results

Validation by learning material experts was carried out twice. In validation I, from 20 assessment indicators, 18 indicators were considered good. The material expert in this assessment commented that two indicators in lesson II of the textbook needed to be revised. It was rather difficult for students to understand because it did not explain the theme appropriate to the student's age. It was also necessary to add an explanation of the story characters based on the age of the children in the textbooks. Afterward, it was essential to choose stories that reflected the value of character education that was easy for students to understand.

Based on the assessment results in validation I, the product was judged not valid and needed to be revised by Indonesian language learning material experts. Comments and suggestions from material experts became a consideration to improve children's story textbook based on character education. After the revision, the second validation was conducted by the Indonesian language learning material expert. The expert theory evaluated that all indicators were appropriate and good. The validator commented that the textbook was feasible of being tested on students.

The explanation from the material expert listed as follows; (a) the product of children's story textbook based on character education was good, (b) the descriptions of the presentation of the material were interesting and orderly, (c) the material in the children's story textbook based on character education was in accordance with the characteristics of the fourth-grade elementary school students, (d) materials lesson i was easy for students to understand, (e) subject ii was easy for students to understand, (f) summary writing was good, clear, and in accordance with the material in children's story textbook based on character education, (g) examples of fictional stories in books were interesting and appropriate to the age of the fourth grade-elementary school students, (h) exercise was based on the material in the children's story textbook based on character education, (i) the scope of practice in the textbook was adequate, (k) the practice questions were sufficient to support students' understanding of the description material, (l) the description of the material was easy to understand and the presentation was well organized, (m) the material in the textbook was in accordance with the level of development, knowledge, and experience of students, (n) in the use of language, the material in the textbook used communicative language and effective sentences, and (o) the illustrations used in the textbook were in accordance with the description of the material.

Validation results of learning design experts

Validation by learning design experts was also carried out twice. In validation I, the design expert assessed that the textbook design was good. However, there were several suggestions for improving the textbook. Design experts suggested that it needed to complete the instructions for using the book. Competency standards and basic competencies needed to be written. The competency tests were equipped with answer keys. Design experts also recommended correcting error typing, error spelling, spaces, and use of prepositions and italics on words that were not and choosing reliable internet sources. After revisions, in validation II, the design expert assessed that the textbook was good even though there were suggestions for improvement for the font size in the manual. The rest of the textbooks were appropriate, and design experts commented that they were ready to be piloted.

Based on the data from the expert validation of learning design for children's story textbook, it showed as follows; (a) the textbook design was interesting, (b) the textbook was written neatly, (c) the textbook organization was correct, (d) the method of presenting the textbook and the formulation of learning objectives, materials, exercises, and competency tests were appropriate, (e) the arrangement of paragraphs was appropriate, (f)the pictures or illustrations in the textbook were appropriate, (g) the type and size of the letters used in the textbook were appropriate, (h) the language used in the textbook was easy to understand, (i) the appearance of the overall text in the textbook was neat and interesting, (k) the color composition was interesting, (l) the color on the cover was appropriate, (m) the summary was interesting, and (n) the title design, learning objectives, materials, exercises were appropriate.

The assessment results of teaching teachers

After the product had been developed and reviewed as good, and appropriate for students and teachers in the learning process, the next step was to do a test. The first trial was carried out on the teachers of the fourth grade at one elementary school. The data from the teacher validation was as follows: the letter size and form were good and 100% appropriate. The material in the textbook was understandable to the teacher. An assessment of the percentage of 93% showed that the material was understandable to the teacher. The illustrations were confirmed as interesting and obtained a percentage of 100% as an assessment. The entire textbook contents, such as the preface, table of contents, introduction, and description of the material, summary, exercises, competency test, and bibliography had been completed, and it obtained 86% as an assessment. It indicated that the textbook had been fulfilled. The material was under standard competence and basic competencies. It got a percentage of 100%. It showed that the material in the textbook was under the standard of competence and basic competence. The example of short stories in the textbook was interesting and fun, with a percentage of 86%. It showed that they were very interesting and fun for students. The textbook was designed based on the student's needs, and it obtained a percentage of 86%. It showed that it had been designed for the needs of students. The appropriateness of the summary with the material description

obtained a percentage of 80%. It indicated that the summary and description of the material were appropriate. The exercises questions and competency test questions were clear and understandable, and they obtained 80%. It indicated that the practice questions and competency tests were clear and understandable to students. The textbook made students effective in achieving learning goals. It obtained an assessment with a percentage of 86%. It indicated that the developed textbook could make students effective in achieving learning goals. From the questionnaire responses filled in by the teacher, the percentage level of textbook appropriateness was as follows: Percentage answer = F/NX 100%; Description: F is Score acquisition from test results; N is the maximum score 134/150 X 100% = 89%.

Based on the calculations above, the percentage result was 89%. Under the conversion table, the percentage level of achievement of 89% was in the proper qualifications, so this textbook did not need to be revised. It showed that the textbook was good and feasible to use. However, the researcher still paid attention and considered some of the comments or suggestions from the teachers as users of this character education-based children's story textbook for input to improve the product in the future.

Individual trial results

Individual trials were conducted on three students of the fourth grade at one elementary school with different academic abilities. One student had the average with a high category of *Bahasa Indonesia* score. One student was with a medium, and one more student was with below average. The ability level determination of the individual trial was to see whether the textbook could be used by students at all ability levels. The results were as follows. The fascination of the front cover of a children's storybook based on character education obtained an assessment with a percentage of 100%. The illustrations or pictures in the textbook were interesting and under the explanations. The score was 80%. The material was easy to understand, with an assessment percentage of 80%. An example of fiction stories in the textbook was interesting and fun to read. It obtained 93%. The textbook made the students easier to understand material about fiction stories with a percentage of 93%. It used easy and understandable language, with an assessment percentage of 86.6%. The exercise activities were interesting and motivated students, with an assessment of 80%. Ease of understanding practice questions and competency tests obtained a percentage of 100%. The overall fascination with the textbook obtained 80%. The textbook made students effective in achieving learning goals and obtained 100%. Based on the response to questionnaires filled out by three students, the overall percentage of the feasibility level of teaching materials were as follows: Percentage answer = F/N X 100%; Descriptions; F: test results score ; N: maximum score: 126/150 X 100%= 84%

Based on the assessment of individual trials, the total score was 84%. The level of achievement was at a decent qualification. It meant the product did not need to be revised. However, suggestions and comments submitted by students in the open-ended question questionnaire remained as input for product improvement in the future. The input was an effort to improve the resulting development product.

Small group trial results

The researcher conducted a small group trial to receive references in suggestions, comments, and various opinions. The implementation of this small group trial was carried out on six students in the fourth grade at one elementary school. It took place in class IV A. The result of the small group trial was as follows. The fascination of the front cover obtained a percentage of 97%. Illustrations used in the textbook were understandable, with a percentage of 93%. The material was understandable with a 90% assessment. The short stories were interesting and fun to read with 100% assessment. The language was easy to be understood. It obtained a 97% assessment. The activities and exercises were interesting and motivating with a 97% assessment. The convenience in understanding the questions and competency test obtained a percentage of 97%. The fascination with the textbook overall was 97%, while the effectiveness to achieve the learning goal was 97%

Based on the response questionnaires filled out by six students of the fourth grade at one elementary school. The overall percentage of the feasibility level of the textbook was as follows. Percentage answer = F/N X 100%, Description: F: test results score ; N: maximum score 290/300 X 100%= 96 %. The trial assessment from the small group obtained 96%. It indicated the textbook was feasible and did not need to be revised.

Field trials

The results of field trials were as follows. The fascination of the front cover of the character education-based children's story textbook obtained an assessment with a percentage of 100%. It showed that the front cover was interesting. The illustrations were interesting and under the explanations, with a 99% on the assessment. The material in the textbook was easy to understand, with a percentage of 99%. It indicated that students understood the material. Examples of fiction stories were interesting and fun to read. It obtained a percentage of 100%. It was easy for the students to understand the material, so the percentage score was 92%. The textbook used easy and understandable language, with a percentage of 97%. It showed that the language used was easy for students to understand. The exercise activities were interesting and motivated students, with a percentage of 97%. Ease of understanding questions in exercises and competency tests obtained an assessment with a percentage of 93%. It showed that the questions in the textbook were easy for students to understand. The overall fascination with the textbook obtained a percentage of 98%. It showed that the textbook was interesting in general. It was effective in achieving learning goals and obtaining an assessment with a percentage of 99%. It showed that textbooks were very effective for students in achieving learning objectives.

Based on the response questionnaire filled out by 20 students, the overall percentage of the feasibility level of the textbook was as follows: Percentage answer = F/NX 100%; Description: F: test results score; N: maximum score 476/500 X 100% = 97.6%

Based on the field trial assessment, the assessment was 97.6%. The level of achievement was in the proper qualification, so the product was feasible and useable. The result showed the effectiveness and fascination of the textbook developed for fourth-grade

elementary school students, so it was feasible and can be used in learning activities. From the overall validation results, expert validation and trials of children's short story textbooks based on character education showed good results. Thus, in general, the product development had met the eligibility qualifications and did not require to be revised.

The fascination of character education-based children's story textbook

The fascination of learning using the character education-based children's story textbook for the fourth-grade elementary school students could be seen from the interview results with the teachers and the students during product trials. According to the teacher, the students showed enthusiasm to study with the textbook. They also confirmed that they were motivated to read and study the material. Furthermore, the teachers gave a very good response in assessing the textbook. The teachers were impressed by the product. They explained that it was beneficial in presenting the material, especially related to the fiction short stories. They believed there was no specific textbook about children's fiction short stories based on character education even though this book was required to foster character building from a young age.

One of the fascinations of the textbook was the fiction short stories presented. The students found it very interesting. They reviewed that they liked to read them many times. In addition, the colorful illustration was also interesting for the students. It affected the learning attitude, and it was beneficial to make the students focus on the material. Therefore, the students were highly motivated to follow the teaching and learning process. This attitude caused the students to love Indonesian Language and literature subjects, especially fiction short stories. Finally, the students could appreciate the moral values or character education from the fiction short stories they had read.

The effectiveness and efficiency of character education - based children's story textbooks

The textbook was effective if the learning results increased. The research was conducted by comparing the data obtained from pre-test and post-test results to measure the enhancement results. Based on Table 4.13, the results of pre-test and post-tests carried out on small group trials, from six students, only two students belonged to the category of finished by having scored above KKM. Meanwhile, four students got a lower score than KKM and were considered unfinished. After learning with the character education-based children's story textbook, the post-test was carried out on all the students whose scores were above KKM. The result revealed that the highest score was 100, and the lowest score was 80. It indicated the increase in the research results using children's story textbook based on character education.

In the field trial, at the time of the pre-test, four students scored above the KKM. Meanwhile, the other 16 students scored below the predetermined KKM. After learning using the textbook, a post-test was conducted (final test). Based on the post-test results, all students got scores above the KKM. The highest score was 100, and the lowest score was 80. The average score was 90. It indicated that there was a very good enhancement in learning outcomes from before to after using the product.

The efficiency was measured through the compatibility of mastering the material with the time provided. The efficiency of learning by using the product could be measured by looking at the time it took to use the textbook during the trial. The research showed that learning goals could be achieved under the time allocation that had been planned.

Conclusion

The development of character education-based children's story textbook in Bahasa Indonesia learning for fourth-grade students was based on the unavailability of a textbook that availability of this textbook so that it could foster the appreciation of children's literature, particularly fiction short stories. This product had components such as (1) lesson titles, (2) learning objectives, (3) descriptions of learning content equipped with pictures and fiction short stories, (4) summaries, (5) exercises, competency tests, and semester exam questions. The last of the textbook was completed with a glossary. The product of the development of the character education-based children's story textbook had been gradually refined through revisions. The revision of this development product was not only based on the advice of material experts and learning design experts but also carried out based on the assessment of responses from field trials. These stages were conducted to evaluate the product weaknesses, so they could be identified and immediately revised.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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