



Implementation of character education through children's story e-books for elementary school students

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Article info	Abstract
Keywords implementation, character education, e-book.	This study aims to analyze the implementation of character education through children's story e-books for students at SD Negeri 02 Tanjungsari, Pemalang Regency. The research subfocus includes planning, implementing, and evaluating the character education program. A qualitative approach with a descriptive research design was used. Data were collected through observations, interviews, and documentation. The research results indicate that in the planning stage, the school has formulated a vision and mission incorporating character education values, developed an integrative curriculum, and allocated a budget and facilities for children's story e-books as digital literacy media. Character education is integrated into learning and extracurricular activities in the implementation stage. In the classroom, teachers use various teaching methods that reflect character development, while outside the classroom, character education is carried out through extracurricular activities, habituation programs, the School Literacy Movement (GLS), The School Literacy Movement (GLS) plays a significant role in this process by encouraging reading and other literacy practices that promote critical thinking, ethical decision-making, and cultural awareness. The Strengthening Pancasila Student Profile (P5) project and active collaboration between the school and parents. The conclusion of this study shows that implementing character education through children's story e-books can enhance character development and lead to more positive behavioral changes. The recommendations include more diverse e-book content development and intensive training for teachers to utilize digital media effectively. A suggestion for future research is the development of technology-based evaluation methods to objectively measure students' character changes.

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1. Introduction

Article 1 of the National Education System Law (Indonesian: UU Sisdiknas) of 2003 explicitly states that one of the objectives of national education is to develop students' potential in intelligence, personality, and noble character. The mission of the 2003 National Education System Law is to educate intelligent Indonesian individuals and those with strong personalities and character. It ensures the emergence of a generation that grows and develops with the nation's noble values and religion. The human character can be shaped through education, a highly effective way to develop an individual's identity. Through education, quality human resources can be produced with better morals, intelligence, and discipline, as well as an awareness of self-development.

In line with learning objectives, education is crucial in instilling better character values. Education that does not emphasize character development can lead to various student problems. This is evident from the ongoing issues arising from the declining quality of students' character values. The decline of character values is associated with the frequent occurrence of violent acts such as student brawls, cheating, bullying, immoral behavior, vandalism of school facilities, and the increasing use of drugs, among others. Character education is considered a solution to address the problem of moral decline among the younger generation, particularly students.

Students' character development does not happen independently; it must be gradually shaped, trained, and managed. Forming a nation's character is a shared responsibility, requiring commitment from teachers, tutors, and all components of society to shape, build, and maintain it. Character education is an effort that involves all parties, including families (informal education), schools, and their surrounding environments, as well as the broader community. The success of character formation and education depends on the continuity and harmony among these educational environments. Therefore, households and families must be further empowered as the primary and fundamental environments for character formation and education.

Mulyasa (2013) argues that character education is an effort to help develop a child's physical and mental soul from its natural state toward a more humane and refined civilization. Character education is a continuous and unceasing quality improvement process to shape future generations based on the nation's cultural values. Character education has a higher significance than moral education, as character is related to the distinction between right and wrong and the formation of habits in practicing good values in life. This enables children to develop better awareness and understanding, such as empathy and compassion and fosters a commitment to practicing virtues daily.

Furthermore, Zubaedi (2011) states that strengthening character education in the current context is highly relevant in addressing the moral crisis the nation is experiencing. Whether acknowledged or not, a real and concerning social crisis affects the most valuable asset: children as the next generation. This crisis includes, among other things, the rise of promiscuity among children and teenagers. Crimes against peers, juvenile theft, fraud, and drug addiction remain unresolved social issues.

The issue of declining student character has also emerged at SD Negeri 02 Tanjungsari, Pemalang Regency. Through preliminary observations, the school principal and teachers stated that many students violate school regulations; some disobey teachers' instructions, skip classes, arrive late, wear untidy uniforms, cause disruptions in class, sleep during lessons, frequently skip school, use harsh language, break school rules, and engage in other juvenile delinquent behaviors. These social issues arise due to a lack of supervision by the school, insufficient discipline enforcement, and inadequate implementation of character education (Indonesian: Penguatan Pendidikan Karakter; PPK) by the school.

In response to these issues, SD Negeri 02 Tanjungsari has developed a character education management program through children's story e-book literacy activities. In this context, children's

storybooks are books that contain character-building content. Books with character-building content can enhance students' personal qualities, particularly character and attitude. Children's storybooks that promote character development often include stories related to everyday life. Additionally, these books are complemented by visual illustrations using cartoon images to spark children's reading interest and convey positive values in the character education process. Children's storybooks can be obtained from bookstores and the school library.

Furthermore, based on initial observations, it was found that SD Negeri 02 Tanjungsari provides storybooks not only in the school library but also in digital form, such as e-books, which are available on the school's digital library website. With these e-books, students can easily access digital books and engage in highly beneficial literacy activities. This allows students to read and understand lessons anytime and anywhere with ease. Additionally, the availability of e-books can help foster reading interest and positively affect students' character and behavior.

SD Negeri 02 Tanjungsari is a school that implements a single Merdeka Curriculum. This curriculum is applied to students from grades I to VI. Character education through enhancing literacy skills using storybooks at SD Negeri 02 Tanjungsari is carried out through various methods with the active participation of all educational stakeholders, including teachers and parents.

Teachers, whose primary role is encouraging and influencing students' personality development, can use various engaging methods to foster character education. One commonly used method in learning activities is visual storytelling, which involves narrating a story through images and photographs. Teachers consistently instill character values in daily lessons, particularly through independent textbooks and the Strengthening Pancasila Student Profile (P5) Project. In each P5 topic, teachers integrate character values so that students become familiar with them daily. This enables students to apply these values in everyday activities and internalize them as part of their character.

With the implementation of character education at SD Negeri 02 Tanjungsari through children's story e-book literacy, changes in students' character and behavior are evident and reflected in school life. These changes are observed in various habits practiced at school, such as 1) Developing the habit of maintaining cleanliness in the school environment, 2) Being disciplined in participating in all school activities, 3) Performing congregational prayers during Dhuha and midday, 4) Greeting teachers and friends when meeting them, 5) Shaking hands upon arrival at school and before leaving for home.

Considering the various benefits of the character education program at SD Negeri 02 Tanjungsari, the researcher intends to conduct a study on "The Implementation of Character Education Through Children's Story E-Books for Elementary School Students at SD Negeri 02 Tanjungsari, Pemalang Regency."

2. Literature Review

Technology development has also expanded into the field of education, leading to innovations in technology-based learning. One of the latest innovations in education is the digital book. A digital book is a publication consisting of text, images, and inspirational videos in digital form, created and published to be accessible anytime and anywhere using electronic devices such as smartphones and laptops (Andina, 2011). Digital books are an evolution of printed books that have been digitized, offering innovation in education by providing convenient and efficient reading materials that can be accessed anytime and anywhere (Subiyantoro, 2014). Digital books, also known as electronic books, are a form of technological advancement that utilizes computers to quickly present information in text, images, audio, video, and other multimedia elements. They are more compact and dynamic than computers, calculators, or other electronic devices (Ruddamayanti, 2019).

Furthermore, according to Shiratuddin (2011), a paper-based book converted into a digital format, often through the process of displaying it on a digital computer, is defined as an e-book. An electronic book, more commonly known as an e-book, is a collection of written content and images found in conventional books, which are then digitized using a scanner or through a digital documentation process of a literary work. This process allows for the storage, documentation, and dissemination of digital books, either publicly or privately, making them accessible through digital devices such as computers or gadgets (Naimatil, 2017).

An e-book is also intended as a learning environment with an application that contains a multimedia database, such as educational resources that store multimedia presentations on topics discussed in a book (Shiratuddin, 2011). The definition of an e-book aligns with Jannah et al.'s (2017, p. 186) statement, which explains that an e-book is a new technology that converts text into electronic data, which is then integrated into digital devices to assist reading. Saadiah (2008), as cited in Yusminar (2014), states that an e-book is an electronic version of a traditional printed book that can be read using a personal computer or other information technology devices. E-book reading tools can include computer software applications, such as the Microsoft Read application, which can be downloaded for free, or smartphone applications.

Based on these perspectives, it can be concluded that an e-book is an electronic or digital book containing information, guides, tutorials, or novels, similar to conventional books. E-books can only be accessed and read using digital devices such as computers, tablets, and smartphones. They are often more popular because they offer greater convenience than printed books. Additionally, e-books feature a search function that makes it easier to find specific words within the e-book.

In education, e-books have played a significant role in enhancing the effectiveness and efficiency of learning (Muhammad, 2018). The use of e-books in education aims to increase students' reading interest. As e-books align with current technological advancements, they are expected to attract students' interest in reading. Additionally, e-books are anticipated to enhance the literacy culture in education. If students' reading interests and literacy habits improve, the quality of human resources will also be enhanced.

The development of e-books in education is widely utilized, particularly for school literacy activities. E-books provide access to a variety of reading materials on different topics. Children's storybooks are one of the most essential reading materials for school literacy activities. Toha (2010, p. 18) argues that a children's storybook is a book that presents stories accompanied by engaging illustrations that appeal to children. According to Nurgiyanto (2005), a children's story is a form of children's literature in prose that narrates events or experiences based on chronological sequences, either based on real-life experiences or imaginative depictions of a child's world.

Meanwhile, Rampan, as cited in Subyantoro (2017), states that children's stories are simple yet complex. Standardized discourse requirements and high-quality content characterize their simplicity, yet they remain uncomplicated, making them more communicative. A children's story must depict aspects of children's lives and the various factors that influence them.

Based on the various perspectives mentioned above, it can be concluded that children's stories are reading materials designed for children, containing narratives about childhood experiences that are appropriate, entertaining, and aligned with their intellectual and emotional development. Therefore, it can be inferred that a children's story e-book is an electronic version of a storybook specifically intended for children.

According to Safitri and Titin (2017), children's story e-books have several distinctive characteristics, including: 1) Colorful Illustrations: Children's story e-books are often equipped with colorful and engaging illustrations that support story comprehension. These illustrations help children visualize the story and make it more appealing. 2) Easily Understandable Narration: The stories in children's e-books are usually written in language that is easy for children to understand.

The language is adapted to the readers' developmental stage as they progress in language acquisition. 3) Interactivity: Some children's story e-books include interactive features such as adjustable text size, audio narration, or other interactive elements that engage children in the story. Moral Messages: Many children's story e-books contain moral lessons or positive values for character development. Cerita-cerita ini seringkali dirancang untuk mengajarkan nilai-nilai seperti persahabatan, kebaikan, kerja sama, dan tanggung jawab. 5) Variety of Topics: Children's story e-books are available in various topics and genres, including fairy tales, adventure, science, history, and more. This allows children to choose stories that match their interests. 6) Accessibility: Children's story e-books can be downloaded and accessed on various devices such as tablets, computers, and smartphones. They are portable and can be read anytime and anywhere. 7) Read-Aloud Feature: Some children's e-books include a read-aloud option, allowing children to listen to the narrated story. It is especially beneficial for children who are still learning to read. Parental Controls: Many children's story e-books have parental control features that enable parents or caregivers to monitor and restrict children's access to certain content.

In addition to these characteristics, using children's story e-books in education offers several advantages: 1) More practical and portable. Individuals carrying electronic devices such as smartphones, laptops, or tablets can access hundreds of e-books anytime and anywhere (Ruddamayanti, 2019). It means that e-books make reading activities more efficient and effective. 2) Environmentally friendly. Printed books require trees as the primary material for paper production (Ruddamayanti, 2019). Imagine if a publisher prints 3,000 books in one batch, but they remain unsold and eventually become stacks of dust-covered books. It would be unfortunate, as it results in the unnecessary cutting down of trees. Meanwhile, e-books do not require paper since they exist in digital form, making them an environmentally friendly option. 3) Durability. E-books are long-lasting and can even be considered permanent. Unlike printed books, they do not deteriorate over time, gradually turning yellow and becoming damaged (Ruddamayanti, 2019). 4) E-books are easy to duplicate. The duplication of e-books is very easy and inexpensive. Producing thousands of copies of an e-book can be done quickly and cheaply, whereas printing thousands of physical books requires significant expenses (Ruddamayanti, 2019). E-books are easy to distribute – E-books can be distributed through electronic media such as the Internet. Delivery becomes much faster, even within minutes or possibly seconds, allowing books to be read immediately. In contrast, delivering printed books takes days or even weeks, is costly, and carries the risk of damage or loss during transit (Ruddamayanti, 2019). However, a disadvantage of e-books is comfort. Printed books provide a sense of comfort when reading. Even when reading for long periods, there are almost no complaints of eye strain if read at the proper distance. Printed books can also be easily flipped through to reach the desired pages. Meanwhile, most e-book readers complain of eye strain when reading for long periods. Some readers also struggle with comprehension when reading through an e-book. Additionally, if reading an e-book on a smartphone without turning off mobile data, distractions from social media can interfere with concentration.

3. Method

The procedure undertaken by the researcher in this study applied a qualitative approach. In qualitative research, data is obtained from various sources using multiple data collection techniques and is collected continuously until the data reaches saturation. Research using the qualitative method emphasizes an inductive thinking process related to the dynamics of relationships between observed phenomena while consistently applying scientific logic. In this study, the researcher did not exclude using quantitative data for support but placed greater emphasis on formal thinking to address the research problem. Qualitative research aims to develop

conceptual sensitivity, explain reality concerning theory development from the ground up, and enhance the understanding of one or more observed phenomena (Gunawan, 2016). During the data collection process, qualitative data was obtained in an unstructured form, meaning that the variation in data provided by sources (individuals, participants, or respondents) was highly diverse. This approach was intentional, as the goal was to obtain in-depth and broad insights from each participant. The freedom given to participants to express their opinions allowed researchers to understand better the issue being studied. Therefore, qualitative data is often used in exploratory research. According to David Williams, as cited in Prastowo (2014), qualitative research is data collection in a scientific setting using scientific methods conducted by individuals or researchers with a scientific interest. Similarly, as cited in Moleong (2015), Bogdan and Taylor define the qualitative method as a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The primary objective of qualitative research is to understand social phenomena by providing a clear description of these phenomena in a series of words, ultimately leading to the development of a theory (Sukardi, 2003). Based on the type of problem discussed in this study, the researcher used a descriptive research approach. In this study, the researcher followed a descriptive research method to develop and interpret an object based on its actual condition. A well-conducted descriptive study follows the same process and foundation as other qualitative research methods.

Additionally, this type of research required careful attention to each component to accurately describe the studied subject. A descriptive study was conducted to provide data about humans, conditions, or other phenomena as accurately as possible. Furthermore, the purpose of descriptive research, according to Furchan (2015), is to illustrate variables or conditions within a specific context.

4. Results

Character Education Planning Through Children's Story E-Books

The planning of character education began with the formulation of the vision and mission. Formulating the vision and mission for character education was carried out through discussions between teachers, the school principal, and the school committee. The vision formulated in this activity was: "Creating a generation with strong character, empathy, and the ability to apply moral values in daily life through enjoyable and easily accessible media." This vision reflects a commitment to delivering character values to children in a fun and engaging way, considering technological advancements and children's growing familiarity with digital media. This vision is highly relevant to the current needs of character education, which not only focuses on academic achievement but also emphasizes high levels of integrity and morality, where technology integration is one of the primary tools in the learning process.

Meanwhile, the mission formulated includes the integration of technology in shaping students' character, as well as the strengthening of moral and ethical values in learning. It also involves the development of children's story e-books that incorporate character values such as honesty, cooperation, responsibility, and empathy. The vision and mission of SD Negeri 02 Tanjungsari have been well-designed and effectively implemented to support the development of student's character, ensuring a balance between academic and non-academic aspects through the innovative utilization of digital literacy.

Furthermore, the curriculum designed by SD Negeri 02 Tanjungsari incorporates character education, which is integrated with the school's vision and mission. This curriculum is embedded into various learning elements, including story-based teaching materials, reflection activities, and assessments. Based on interview results, it was stated that this curriculum follows the Merdeka

Curriculum, which emphasizes literacy habits, and the P5 (Strengthening Pancasila Student Profile) program as essential components of character development. The curriculum explicitly includes objectives to develop character and integrates various evaluation instruments. Additionally, this curriculum encourages active student participation in extracurricular activities that focus on character development. As a result, children's story e-books are used as learning media in formal education and integrated into extracurricular activities, reinforcing students' understanding of character values outside the classroom.

The character education program design outlined in the Long-Term School Development Plan (Indonesian: Rencana Kerja Jangka Panjang; RKJP) and Medium-Term School Development Plan (Indonesian: Rencana Kerja Jangka Menengah; RKJM) has been comprehensively structured by integrating digital technology, particularly through the use of children's story e-books as the primary learning medium. This design is implemented through the school literacy movement, which includes reading habits, e-book utilization, and strategies for fostering a strong digital literacy environment within the school. Thus, it can be concluded that the planning and design of the character education program at SD Negeri 02 Tanjungsari have been well-formulated, supported by a vision to create a character-driven generation through the integration of digital technology. This vision has been systematically detailed in the Long-Term School Development Plan (RKJP) and Medium-Term School Development Plan (RKJM) to ensure the successful implementation of the program.

The School Activity and Budget Plan (Indonesian: Rencana Kegiatan dan Anggaran Sekolah; RKAS) has indicated that the budget allocation for character education through e-books remains limited, with a greater focus on ceremonial activities and the procurement of physical facilities. The RKAS details show that the allocated budget covers the procurement of e-books, teacher training, and supporting facilities such as laptops and internet networks. The available facilities at the school, including laptops, Chromebooks, and internet networks, have been recorded as adequate. However, observations have highlighted the need for improvements in internet speed and the procurement of additional devices to support a broader implementation of e-book-based learning.

The character education program design outlined in the Long-Term School Development Plan (RKJP) and Medium-Term School Development Plan (RKJM) has been comprehensively structured by integrating digital technology, particularly through children's story e-books as the primary learning medium. This design is elaborated through the school literacy movement, which includes reading habits, e-book utilization, and strategies to build a strong digital literacy environment within the school. Thus, it can be concluded that the planning and design of the character education program at SD Negeri 02 Tanjungsari have been well-formulated, supported by a vision to create a character-driven generation through the integration of digital technology. This vision has been systematically detailed in the RKJP and RKJM to ensure the successful implementation of the program.

SD Negeri 02 Tanjungsari has adequate facilities and infrastructure to support the program, although there are still some shortcomings in the number of technological devices, such as laptops and Chromebooks, available for all students. Additionally, the school's internet connection is not yet optimal for supporting online access to e-book-based materials, which presents challenges in its implementation. Although SD Negeri 02 Tanjungsari has provided facilities and resources to support the implementation of the character education program, additional teacher training in technology usage is still needed. This training would enable teachers to utilize the available facilities better to support character-based learning effectively.

The complete findings on character education planning through children's story e-books at SD Negeri 02 Tanjungsari can be seen in **Table 1** below.

Table 1. Findings on character education planning through children's story e-books

No	Indicator	Findings
1.	Vision and Mission	The vision reflects a commitment to shaping students' character through digital literacy. The mission involves strengthening moral values through technology-based learning.
2.	Curriculum	The curriculum integrates character values into learning through children's story e-books. It includes specific objectives, creative learning strategies, and character evaluation.
3.	Program Formulation	The program is designed to integrate technology through children's story e-books. The Long-Term School Development Plan (RKJP) and the Medium-Term School Development Plan (RKJM) include strategic and operational plans focused on character education, with children's story e-books as a key tool for character development.
4.	Budget	The School Activity and Budget Plan (RKAS) allocates funding for character education programs, including procuring e-books, teacher training, and technological improvements.
5.	Facilities and Infrastructure	Facilities include laptops, Chromebooks, internet networks, and a digital library providing children's story e-books. However, resources remain insufficient.

Implementation of Character Education Through Children's Story E-Books

In the implementation stage, SD Negeri 02 Tanjungsari has adequate facilities and infrastructure to support the program, although there are still some shortcomings in terms of the number of technological devices, such as laptops and Chromebooks, available for all students. Additionally, the school's internet connection is not yet optimal for supporting online access to e-book-based materials, which presents challenges in its implementation. Although SD Negeri 02 Tanjungsari has provided facilities and resources to support the implementation of the character education program, additional teacher training in technology usage is still needed. This training would enable teachers to utilize the available facilities better to support character-based learning effectively.

SD Negeri 02 Tanjungsari has established a management team responsible for implementing the character education program through children's story e-books. This team consists of the school principal as the program leader, teachers as the program development team, and an evaluation team that monitors the program periodically. However, despite the formation of this team, further training is still needed to enhance their competencies, especially in digital technology, to support the program's implementation more effectively. The management team was formed through coordination meetings, and personnel were appointed based on their competencies and expertise. The Decree on the Program Team (SK Tim Program) provides a clear overview of the specific responsibilities within the team. The program leader is responsible for strategic planning and evaluation, the secretary manages documentation and communication, the development team selects and compiles e-books aligned with character education goals, and the evaluation team monitors the program and collects evaluation data.

The implementation of the character education program through children's story e-books at SD Negeri 02 Tanjungsari is fully integrated into both classroom learning and extracurricular activities. In classroom learning, e-books are the primary medium, allowing teachers to teach moral values through group discussions, story summarization, presentations, and reflections on the stories read. Teachers emphasize academic understanding and guide students in internalizing these values and connecting them to their daily experiences, creating an interactive and conducive classroom atmosphere for character development. Outside classroom learning, character education is reinforced through extracurricular activities such as Scouting (Pramuka) and school literacy

programs, including a habitual 5-minute reading session in the library or using e-books. The implementation of this program is routinely evaluated to ensure that character education is effectively applied in students' daily lives.



Figure 1. E-book literacy in the library

This program actively involves parents assisting their children during e-book-based learning at home. Parents participate in reading e-books at home, discussing the moral messages contained in the stories, and providing real-life examples to reinforce character values. Additionally, the school committee is involved in program evaluation, offering feedback on implementation and student behavior development and helping to ensure the achievement of the program's character education goals. Collaboration with parents is reflected in the communication book, which records children's reading activities at home and parents' reflections on their children's character development. The findings on implementing character education through children's story e-books can be seen in **Table 2** below.

Table 2. Findings on the implementation of children's story e-books

No	Indicator	Findings
1.	Program Management Resources	A management team has been established, consisting of a leader (school principal), secretary, development team, and evaluation team.
2.	Implementation in Classroom and Extracurricular Activities	Children's story e-books are used by several teachers in learning activities and integrated into discussions to understand moral values. Additionally, non-learning programs, such as ceremonial activities and extracurricular programs like scouting (Pramuka), support character education, and the school literacy movement are integrated.
3.	Collaboration Program with Parents or Guardians	Parents or guardians and the school committee partner in implementing the program at home. Parents assist their children in literacy activities while monitoring new habits and behaviors aligning with the desired character traits. Additionally, parents serve as role models for good behavior in daily life at home.

Evaluation of Character Education Through Children's Story E-Books

The evaluation of character education began with the development of evaluation instruments. The evaluation instruments for the character education program through children's story e-books at SD Negeri 02 Tanjungsari were designed using various comprehensive assessment tools, including

surveys, questionnaires, teacher journals, control books, communication books, interview results, observation findings, and assessment records. All these instruments were designed to complement each other, ensuring that the evaluation process was quantitative and qualitative, providing a deep and comprehensive understanding of students' character development through the e-book program. Additionally, this evaluation framework ensured that every expected behavioral change could be monitored and appropriately addressed.

The evaluation of the character education program through children's story e-books at SD Negeri 02 Tanjungsari was conducted using a series of methods, including direct observation, classroom discussions, interviews, surveys, and student self-assessments, all of which focused on understanding and applying character values in daily life. The evaluation was carried out regularly to monitor and measure students' character development, particularly in terms of behavioral changes. Overall, this evaluation process was designed to assess the extent to which the program's objectives were achieved, with the evaluation results serving as the basis for future program improvements. The findings from various evaluation methods were then analyzed and reported to the school principal as part of the reflection and follow-up mechanism.

The follow-up to the evaluation results of the character education program through children's story e-books at SD Negeri 02 Tanjungsari was comprehensively formulated through several stages. The process began with analyzing evaluation data, which included collecting results from various instruments such as questionnaires, observations, interviews, and student self-assessments. This analysis was followed by reflection sessions involving teachers and the school principal, who assessed whether students' character development aligned with the program's initial objectives or if areas still needed improvement. If the program was found to have not fully achieved its expected goals, the school actively formulated improvement plans and revised strategies to enhance its effectiveness.

The school principal actively participated in supervisory activities by conducting classroom visits to monitor how teachers integrated character-based learning through e-books into students' daily activities. The principal routinely provided feedback and suggestions for improvement to enhance the quality of program implementation. This monitoring process also recorded follow-up actions, identified challenges encountered, and provided recommendations for improving learning facilities and technology training. These efforts aimed to ensure that the character education program ran effectively and aligned with the school's vision and mission of fostering a generation with strong character, utilizing digital literacy innovatively and ethically.

The detailed findings on the evaluation of character education through children's story e-books can be seen in **Table 3** below.

Table 3. Findings on the evaluation of character education through children's story e-books

No	Indicator	Findings
1.	Evaluation Instruments for the Character Education Program	The evaluation instruments consist of surveys, questionnaires, student reading journals, communication books, teacher observation reports, and interviews with students and parents.
2.	Evaluation Activities by Teachers	Evaluation is conducted through direct observations, discussions, written assessments, and behavioral assessments during learning activities. Formal and informal evaluations are carried out regularly, with written reports submitted to the program leader.
3.	Follow-Up Actions Based on Evaluation Results	Based on evaluation results, the school develops improvement plans or new programs if previous objectives are unmet. A comprehensive analysis of students' cognitive, affective, and psychomotor achievements is conducted.

4. Monitoring and Supervision by the School Principal	The school principal supervises the program by conducting classroom visits to observe the implementation of character-based learning using children's story e-books. Monitoring is performed regularly, including interviews with teachers and students and evaluations of learning tools.
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5. Discussion

Based on the results and findings of the study, the discussion on the implementation of character education through children's story e-books for students at SD Negeri 02 Tanjungsari can be described as follows.

Planning of Character Education Through Children's Story E-Books

Planning character education through children's story e-books is a strategic effort in primary education that leverages technology to build students' character effectively. The character education program based on children's story e-books at SD Negeri 02 Tanjungsari aims to emphasize the cognitive aspect and shape moral values and positive behaviors essential for social life. It aligns with Mulyasa (2020, p. 7), who states that character education also aims to enhance the quality of both the educational process and outcomes, leading to the holistic, integrated, and balanced formation of students' character and noble values following the graduate competency standards at each educational level.

Furthermore, Faturrahman (2013) cited that planning in character education includes curriculum design, learning activities, and preparing facilities, infrastructure, and resources as the foundation for managing the character education program. In agreement with this statement, Fitri (2012, p. 21) mentions that there are at least five steps in planning character education, namely: 1) Planning and formulating the character traits to be taught to students, 2) Preparing resources and an environment that support the character education program through the integration of subjects with character indicators, managing a character-driven classroom atmosphere, and creating a school environment aligned with the desired character traits, 3) Securing a shared commitment from the school principal, teachers, staff, and parents or guardians to collaboratively implement and supervise the character education program, 4) Implementing character education continuously and consistently, and 5) Evaluating the program that has been implemented.

SD Negeri 02 Tanjungsari planned its character education using indicators such as the formulation of vision and mission, curriculum, program development, budget management, and facilities and infrastructure. The formulation of vision and mission in character education planning plays a crucial role as a guideline for school policies in shaping a character-driven generation. The vision and mission formulation at SD Negeri 02 Tanjungsari resulted from discussions involving multiple stakeholders, including teachers, the school principal, and the school committee, focusing on utilizing digital literacy, particularly through children's story e-books, to develop a generation with strong character.

This vision is highly relevant to the current needs of character education, which not only focuses on academic achievement but also emphasizes high integrity and morality, where the integration of technology is a key tool in the learning process. The vision and mission of SD Negeri 02 Tanjungsari have been well-designed and implemented, consistently reflecting a commitment to supporting character development that balances academic and non-academic aspects through the innovative use of digital literacy. A vision that prioritizes character development serves as a strong foundation for shaping school policies that align with these noble values.

Furthermore, the curriculum incorporating character education is the main instrument to ensure learning aligns with the formulated character education objectives. According to Wiyani (2015, p. 98), integrating character values into the curriculum can be achieved by embedding moral

values into various subjects. The character education curriculum at SD Negeri 02 Tanjungsari is designed in alignment with the school's vision and mission, focusing on student character development through digital technology, particularly children's story e-books.

The curriculum is integrated into various learning elements, including story-based teaching materials, reflection activities, and assessments, encouraging students to understand and apply these values in daily life. This curriculum follows the Merdeka Curriculum, emphasizing literacy habits as a key character development component. Additionally, it is designed to encourage active student participation in extracurricular activities that focus on character development. As a result, children's story e-books are used as a medium for formal learning and integrated into extracurricular activities to enhance students' understanding of character values.

The learning process is integrated with reading activities using children's story e-books, where students are encouraged to read, summarize, and reflect on the moral values of the stories. They then present their findings in class, fostering the continuous development of positive character traits. The children's story e-books used at SD Negeri 02 Tanjungsari are designed to incorporate values such as honesty, cooperation, and responsibility. These stories not only capture students' interest but also convey moral messages that are relevant to their daily lives. Through this story-based learning approach, students can naturally understand and internalize character values.

Formulating a character education program is also a crucial aspect of planning. According to Fathurrohman (2013, p. 193), a well-structured program plan should include identifying activities that effectively implement character education, developing an execution framework, and preparing supporting facilities. At SD Negeri 02 Tanjungsari, programs such as the School Literacy Movement (Indonesian: Gerakan Literasi Sekolah; GLS), based on children's story e-books, have become integral to character education implementation. Activities such as shared reading sessions, discussions on moral values in stories, and student-written reflections are concrete examples of programs designed to strengthen students' character development.

Based on the triangulation results from observations, interviews, and documentation, it can be concluded that the character education program at SD Negeri 02 Tanjungsari has been comprehensively designed by integrating digital technology, particularly through children's story e-books, as the primary learning medium. This program design aims to develop students who are not only intellectually excellent but also possess noble character. The design is implemented through the School Literacy Movement, which includes reading habits, e-book utilization, and strategies to create a strong digital literacy environment within the school. Documents from the Long-Term School Development Plan (RKJP) and Medium-Term School Development Plan (RKJM) also indicate that character education through children's story e-books is one of the top priorities in the school's long-term and mid-term strategies.

Budgeting also plays a crucial role in supporting the success of character education programs. It aligns with Fatah (2016), who defines planning as determining objectives or targets to be achieved and establishing the necessary means and resources to accomplish these goals as efficiently and effectively as possible.

At SD Negeri 02 Tanjungsari, the budget allocation has been adjusted to support the procurement of digital devices and e-books that students can access. The budget allocation for character education through e-books includes the procurement of e-books, teacher training, and supporting facilities such as laptops and internet networks. The available facilities at the school, including laptops, Chromebooks, and internet networks, have been recorded as adequate. However, observations indicate the need for increased internet speed and the procurement of additional devices to enhance e-book-based learning further.

Lastly, facilities and infrastructure serve as an equally important supporting element. SD Negeri 02 Tanjungsari has adequate facilities and infrastructure to support the program's implementation.

Archives show that the school possesses a collection of e-books that are relevant to the program, as well as devices such as laptops and projectors, which support digital-based learning, along with a functional internet connection. However, some limitations remain, particularly regarding the number of technological devices, such as laptops and Chromebooks, which are not yet fully available for all students. Documents also indicate that budget allocations in the School Activity and Budget Plan (RKAS) have been designated for procuring additional devices, improving internet connectivity, and teacher training on using e-books in the character education learning process.

Based on this discussion, the overall integration of well-planned elements, including vision and mission, curriculum, programs, budget, as well as facilities and infrastructure, has enabled the implementation of character education through children's story e-books at SD Negeri 02 Tanjungsari to run effectively. It aligns with Faridah et al. (2020, p. 10), who state that planning is the entire thought process of determining all activities that will be carried out in the future to achieve objectives. This statement implies that the success of character education is highly dependent on comprehensive planning, synergy between elements, and consistent implementation. By harmonizing these components, students are expected to grow into academically intelligent individuals who are academically intelligent and possess strong character in line with the values expected in society.

Implementation of Character Education Through Children's Story E-Books

Implementing character education through children's story e-books at SD Negeri 02 Tanjungsari, Pemalang Regency, is a strategic initiative to shape better student character. Character education not only focuses on intellectual aspects but also fosters moral values, ethics, and positive behaviors aligned with the values of Pancasila. In terms of implementation, the key indicators in integrating character education through children's story e-books at SD Negeri 02 Tanjungsari include program management resources, implementation inside and outside the classroom, and collaboration programs with parents or guardians, which are elaborated as follows.

The management resources for the character education program through children's story e-books involve various stakeholders, including the school principal, teachers, and other educational staff. According to Wibowo (2013), character education management requires proper planning, implementation, and evaluation. At SD Negeri 02 Tanjungsari, the management team consists of the school principal as the program leader, teachers as the program development team, and an evaluation team that monitors the program regularly. The management team was formed through coordination meetings, where team members were appointed based on their competencies and expertise rather than solely on their positions. The Program Team Decree (Indonesian: SK Tim Program) and the management structure outline detailed responsibilities, where the program leader is responsible for strategic planning and evaluation, the secretary manages documentation and communication, the development team selects and compiles e-books that align with character education goals, and the evaluation team monitors and collects evaluation data for the program.

The management team also plays a role in facilitating students' access to children's story e-books through the school's digital library. It aligns with the view of Safitri and Titin (2017), who emphasize that a well-designed e-book should contain easily understandable and engaging content for children while incorporating relevant moral values. However, it was also found that limitations in digital technology competencies remain a challenge that needs to be addressed. To ensure the optimal implementation of the program, further training and mentoring are necessary to enhance digital literacy skills among those involved in the program.

The implementation of the character education program through children's story e-books at SD Negeri 02 Tanjungsari is fully integrated into both classroom learning and extracurricular activities. This aligns with Wibowo (2013), who states that the implementation of character education can be

carried out in three ways, namely integration into learning, integration into self-development, and integration into school management. In classroom learning, teachers integrate stories from e-books with character values such as honesty, discipline, responsibility, and hard work. These values are conveyed through group discussions, story summarization, presentations, and reflections on the moral lessons from the stories being read.

Outside classroom learning, character education is reinforced through extracurricular activities, such as Scouting (Pramuka), which allows students to practice cooperation, leadership, and responsibility in a social activity context. Wiyani (2015) emphasizes that co-curricular activities, including literacy habits, flag ceremonies, and extracurricular programs integrated with character education, can strengthen students' overall character development. The school literacy program also plays a significant role, as students engage in a five-minute reading habit before lessons begin, along with literacy activities in the library, which are accessed through e-books.

Collaboration with parents or guardians is one of the key factors in successfully implementing character education through children's story e-books. According to Fadlillah (2012), character education can be effective if there is synergy between the school and the family. Families instill learning concepts such as love-based learning, togetherness, faith-based values, independence, creativity, and environment-based learning. At SD Negeri 02 Tanjungsari, the school regularly holds meetings with parents to socialize the digital literacy-based character education program. Parents are also encouraged to accompany their children in reading e-books at home.

This step aligns with Wiyani (2015), who emphasizes the importance of parental involvement in shaping children's character through positive habits at home. Additionally, the school has developed a two-way communication system through social media groups, facilitating discussions between teachers and parents regarding students' character development. This system enables parents to provide feedback and share experiences on how character values are applied within the family environment.

Overall, it can be concluded that implementing character education through children's story e-books at SD Negeri 02 Tanjungsari, Pemalang Regency, has positively shaped students' character. By involving competent management resources, ensuring a well-structured implementation inside and outside the classroom, and fostering strong collaboration with parents or guardians, this program has successfully created a learning environment supporting students' character development.

Evaluation of Character Education Through Children's Story E-Books

The evaluation of character education through children's story e-books is a crucial stage to ensure that the objectives of character education are achieved optimally. This evaluation aims to assess the extent to which character values that have been formulated are instilled and internalized by students in their daily lives. This aligns with Ramli (2011), who states that evaluation is an effort to obtain various information periodically, continuously, and comprehensively regarding the process and outcomes of students' character growth and development. In SD Negeri 02 Tanjungsari, Pemalang Regency, character education is evaluated through several interrelated steps, ensuring a systematic and effective assessment process.

The first indicator is the development of evaluation instruments for the character education program. These instruments play a crucial role in measuring the achievement of the predetermined character values. Wiyani (2015) states that one of the key steps in evaluation is the design of various assessment instruments. The development of evaluation instruments includes various assessment techniques, such as observation sheets, attitude scales, portfolios, and interview guidelines. These instruments must be well-designed to ensure the validity and reliability of the data collected regarding students' behavior. Character education is evaluated comprehensively, focusing on

students' behavior, attitudes, and values as reflected in their daily lives, both inside and outside the school environment.

Furthermore, Wiyani (2015) states that character education evaluation must encompass students' acceptance and application of the character values taught. In the context of children's story e-books, the evaluation instruments for the character education program at SD Negeri 02 Tanjungsari are designed using various comprehensive assessment tools, including surveys, questionnaires, teacher journals, control books, communication books, interview results, observation findings, and assessment records. All these instruments are designed to complement each other, ensuring that the evaluation process is quantitative and qualitative. This approach provides a deep and comprehensive understanding of students' character development through the e-book program while ensuring that every expected behavioral change can be monitored and appropriately addressed.

The evaluation of the character education program through children's story e-books at SD Negeri 02 Tanjungsari was conducted using a series of methods, including direct observation, classroom discussions, interviews, surveys, and student self-assessments, all focused on understanding and applying character values in daily life. The evaluation was carried out regularly to monitor and measure students' character development, particularly in terms of behavioral changes. The evaluation was conducted holistically, covering students' cognitive, affective, and psychomotor aspects. It aligns with Purwanti (2018, p. 16), who states that character education evaluation should not only focus on cognitive aspects but also on affective and psychomotor aspects, which serve as indicators of the successful internalization of character values.

The follow-up to evaluation results is a critical step in ensuring the continuity of character education. According to Susanto (2017), evaluation follow-up must be based on data obtained from the evaluation process to ensure that improvements are accurately targeted. One form of follow-up action is the refinement of evaluation instruments. Analyzing evaluation results provides insights into the successes or weaknesses in implementing character education.

At school, evaluation results indicating student character deficiencies are used as discussion material by teachers and the school principal to formulate improvement strategies. Several follow-up actions have been implemented: 1) Additional coaching, where teachers provide extra guidance to students who demonstrate insufficient understanding of character values. 2) Recognition and rewards, where students who show positive character changes are given awards to motivate them, and 3) Consultation with parents, where teachers hold meetings to discuss students' character development and offer suggestions on how these values can be reinforced at home. These follow-up measures align with Fitri (2012), who states that character education must be implemented continuously and consistently.

After analyzing the evaluation instruments, the school principal needs monitoring and supervision to ensure the entire evaluation and follow-up process runs smoothly. Monitoring and supervision are integral parts of the evaluation process, ensuring that character education's implementation proceeds according to plan. According to Mulyasa (2020), effective monitoring must involve all stakeholders, including the principal and the school committee. This aligns with Wibowo (2013), who states that character education management must encompass adequate planning, implementation, and evaluation.

At SD Negeri 02 Tanjungsari, the school principal routinely supervises the implementation of character education and provides feedback to teachers. The principal is involved in supervisory activities, conducting classroom visits to observe how teachers integrate character-based learning through e-books into students' daily activities. The principal regularly provides feedback and suggestions for improvement to enhance the quality of program implementation. This monitoring process also records follow-up actions to be implemented and identifies challenges encountered.

Recommendations include improving learning facilities and providing technology training, ensuring that the character education program continues to run effectively and aligns with the school's vision and mission to create a generation with strong character through innovative and ethical digital literacy.

Based on the discussion, it can be concluded that the evaluation of character education through children's story e-books at SD Negeri 02 Tanjungsari, Pemalang Regency, covers various interconnected aspects, from the evaluation instruments used, evaluation activities involving various parties, follow-up actions based on evaluation results, to monitoring and supervision of the character education program. The comprehensive and continuous evaluation provides a clear picture of the success of the character education program and offers the right direction for improving and strengthening students' character.

The evaluation of character education through children's story e-books not only functions as a tool to measure the extent to which character values have been internalized but also serves as a guide for improving and continuously strengthening students' character. With comprehensive and systematic evaluation, the school can ensure that character education is running effectively and provides real positive impacts in students' lives, both in the school environment and society. Therefore, the evaluation of character education through children's story e-books at SD Negeri 02 Tanjungsari, Pemalang Regency, can serve as an effective model for developing students' character, relevant to the challenges of the digital age today.

6. Conclusion and Implications

The planning of character education through children's story e-books begins with formulating the school's vision and mission. This vision supports forming a generation with strong character through digital literacy. The curriculum integrates the program, which is thoroughly documented through the Long-Term School Development Plan (RKJP) and Medium-Term School Development Plan (RKJM) set by the school. Character education is embedded in both the subjects and extracurricular activities. The budget allocation is adequate, and facilities have been provided to support the program. The implementation of character education through children's story e-books in formal learning and out-of-class activities. The management of the program involves the school principal, teachers, and educational staff. Regular practices such as teacher role modeling, the literacy program, and collaboration with parents are the main pillars of the program's implementation.

The evaluation is conducted comprehensively using various instruments covering students' cognitive, affective, and psychomotor aspects. Teachers, as evaluators, conduct observations of students' behavior, with the main supervisory function carried out by the school principal through monitoring and supervision activities. The follow-up actions from the evaluation include additional guidance for students who have not yet met the targets and awards for those who show positive changes.

The recommendations based on the conclusions are as follows: In terms of school planning, there is a need to increase the budget to prepare complete and adequate facilities to support students' access to e-books. Additionally, teacher training in utilizing e-books as a character education tool should be conducted regularly; therefore, teachers can effectively integrate character values into the learning process. The involvement of parents is also crucial in the planning process, ensuring alignment with the set goals. The implementation of character education through children's story e-books at the school should be expanded by developing more interactive and relevant e-book content that reflects students' daily lives. Teachers must be creative in using a variety of teaching methods. It is also recommended to frequently integrate character-building

activities into non-learning programs, involving parents by inviting them as guest teachers or in other parenting activities. Character education evaluation should be conducted continuously, with clear indicators and instruments. Regular monitoring by teachers and the school principal is essential to ensure that the implementation of character education aligns with the set objectives. Additionally, evaluation results should be communicated transparently to parents; therefore, parents can also clearly understand their child's character development.

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