



## THE USE OF BUDIKASTA MEDIA – THE DIGITAL BOOK OF KAK ARIN THE STORYTELLER TO FORM THE ELEMENTARY STUDENTS’ NOBLE CHARACTER

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### PENGUNAAN MEDIA BUDIKASTA (BUKU DIGITAL KAK ARIN SANG PENCERITA) UNTUK MEMBENTUK AKHLAK MULIA SISWA SEKOLAH DASAR

#### ARTICLE HISTORY

**Submitted:**  
08 Mei 2023  
08<sup>th</sup> May 2023

**Accepted:**  
18 Juni 2023  
18<sup>th</sup> June 2023

**Published:**  
28 Juni 2023  
28<sup>th</sup> June 2023

#### ABSTRACT

**Abstract:** The moral education of elementary students still have lack concern because the learning process requires material guidance with well planning and assistance from other aspects, such as learning media, so that it can influence the moral development of students who deviate from state rules and regulations. Therefore, researchers utilize learning media in the form of digital books. The purpose of the research is to form the noble character of elementary students by applying innovative media. The media developed by researchers is called Budikasta (Digital Book of Kak Arin the Storyteller), this digital book discusses the brotherhood that occurs between the Muhajirin and the Ansar. The research uses the Design and Development (D&D) method with a research model retrieved by Peffers et al, there are six stages of D&D research, namely 1) identifying the problem, 2) describing the objectives, 3) designing and developing the product, 4) testing the product, 5) evaluating the testing result, and 6) confirming the testing results. The research results imply that the Budikasta learning media (Digital Book of Kak Arin the Storyteller) are suitable to use in PAI learning subjects in elementary schools.

**Keywords:** digital book, budikasta, elementary students' noble character

**Abstrak:** Pendidikan akhlak siswa sekolah dasar masih kurang mendapat perhatian karena dalam proses pembelajaran membutuhkan penyampaian materi dengan perencanaan yang matang dan bantuan dari bagian lain seperti media pembelajaran, sehingga hal ini dapat memengaruhi perkembangan akhlak siswa yang menyimpang terhadap aturan dan peraturan negara. Oleh karena itu, peneliti memanfaatkan adanya bantuan dari media pembelajaran berbentuk buku digital. Tujuan dari penelitian untuk membantu dalam membentuk akhlak mulia siswa sekolah dasar menggunakan media yang inovatif. Media yang dikembangkan peneliti disebut Budikasta (Buku Digital Kak Arin Sang Pencerita), buku digital ini membahas mengenai persaudaraan yang terjadi antar kaum Muhajirin dan kaum Anshar. Penelitian menggunakan metode *Design and Development* (D&D) dengan model penelitian menurut Peffers dkk yang menyatakan bahwa terdapat enam tahapan penelitian D&D, yaitu 1) mengidentifikasi masalah, 2) mendeskripsikan tujuan, 3) mendesain dan mengembangkan produk, 4) menguji coba produk, 5) mengevaluasi hasil uji coba, dan 6) mengkomunikasikan hasil uji coba. Hasil dari penelitian menunjukkan media pembelajaran Budikasta (Buku Digital Kak Arin Sang Pencerita) layak untuk digunakan dalam pembelajaran PAI di sekolah dasar.

**Kata Kunci:** buku digital, budikasta, akhlak mulia siswa sekolah dasar

#### CITATION

Rahayu, D., Fajri, A. Y., Handayani, D., & Aeni, A. N. (2023). The Use of Budikasta Media – The Digital Book of Kak Arin the Storyteller to Form the Elementary Students’ Noble Character. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 12 (3), 873-886. DOI: <http://dx.doi.org/10.33578/jpfkip.v12i3.9851>.

## **INTRODUCTION**

In an increasingly developing era technology has been widely used to facilitate human work in all fields. Likewise, in the field of education, we are required to use technology in the learning process. Technology has a positive impact helping to speed up information from all over the world, but it also has a negative impact if we can't filter the information we get. As a result, of there being no boundaries in the exchange of information, foreign cultures will enter without knowing whether it is to the nation's cultural values or not. According to Edward Burnett Taylor in (Afifah, 2021), culture is a complex thing that includes several things in it such as beliefs, art, law, morals, customs, and abilities that can be acquired by humans as part of this community group. Another opinion states that culture is define as human knowledge as a characteristic of social beings that can be use to understand and interpret various things in the environment, thus creating an experience. In addition, according to Parsudi Suparlan (Afifah, 2021), culture is obtained through the learning process of individuals as a result of interaction between group members with each other, which will later create a culture that can be owned together so that it can be conclude that culture is a foundation as well as a person's reference in behaving in community life by learning from each other between individuals.

Students become actors whose are vulnerable to being affected by the baddest effects of globalization. Therefore education is the foundation for fortifying students so they can avoid it. Article 3 of Law Number 20 of 2003 concerning the National Education System reads that the purpose of national education is to develop the potential of students so that they become human beings who believe and fear God Almighty, have a noble character, is healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Through this article, it can be concluded that the

purpose of Indonesian education is to develop the potential of students, namely students are expected to become human beings who believe and fear God Almighty. In addition, students are also expected to have a personality that is noble, knowledgeable, independent, noble, creative, and healthy, who is no less important is to shape students to become citizens who have a democratic attitude and are responsible. Law Number 20 of 2003 also describes the boundaries regarding whom is the meaning of education. This limitation emphasizes that education is a conscious and planned effort that is carried out to create a learning atmosphere and learning process so that students can play an active role in developing their potential. Efforts to development this potential can help students to have spiritual strength in religious affairs, self-control, intelligence, noble character, personality, and the skills needed by students personally, society, nation, and the state.

However, in the current era, the goals of national education are not directly proportional to the reality on the ground. Especially the moral education of elementary school students is still low and lacks attention. The existence of moral degradation that occurs, such as acts of bullying, impolite speech, and low manners is the result of ineffective moral education. That is because low moral education makes students' moral development disoriented and distorted, clashes with the rules of society, religion, and the state. In this regard, education should be carried out in a planned manner to achieve the expected goals. Finally, students are expect to have good morals in everyday life.

Therefore, in carrying out the learning process it is necessary to deliver material with careful planning and assisted by supporting parts, such as learning media. Learning media is software that can support teachers in conveying learning material so that they can achieve success in learning activities (Aeni, Djuanda, et al., 2022; Erfan et al., 2020). However, the use of technology for making

learning media has not been optimally used by teachers. This condition is caused by teachers who still design conventional learning. That causes students' disinterest in learning to be still relatively high. Contextual learning is not a bad thing, but in learning it must be balanced with the teacher showing moral exemplary to students. Although this example is considered an ancient way of education, it is still effective for changing attitudes and behavior. That also did not immediately appear to the teacher. Based on this, learning needs to be more innovative and creative in providing teaching materials so students can better understand and accept what is present. Without the use of creative media, students usually become bored when learning takes place, so students will not absorb the knowledge they deserve (Putra et al., 2022). To achieve this target, educators are needed in educational activities to be more innovative and creative in conveying material so that students understand and accept what the teacher teaches more. In line with this, moral education for students must also be interactive and memorable. The delivery of moral education must be more creatively packaged and memorable for elementary school students to develop student interest, one of the intended learning media is digital books (Putra et al., 2022).

Digital books include book forms that provide information in text, images, or other multimedia formats that can be open on laptops, computers, and smartphones. In addition, digital books are media that can be used in class to increase elementary school student's understanding. In addition, digital books were created to assist learning by presenting perfect animated images with attractive colors and content (Aeni, Juneli, et al., 2022). Many people say that making digital books is very difficult to do, but in practice now there are many different ways and various websites and applications that can support the creation of digital books (Wahiddah et al., 2022). Various studies regarding digital books as learning media have been carried out by

many researchers. Several previous studies (Aeni, Juneli, et al., 2022; Dirgantara et al., 2022; Francisca et al., 2022) examined the use of digital books regarding increasing students' understanding of the example of the Prophet Muhammad SAW and increasing students' interest in reading about Ulul Azmi, has a positive and effective impact on learning, but there is still little that is discussed regarding the improvement of noble character, especially in Muslim brotherly relations. (Francisca et al., 2022) as a previous study explained that there is a need for improvement for future researchers in the use of digital book-based learning media that requires getting used to the use of technology for students in learning with monitoring from both parents and teachers. Monitoring is carried out so that the process of accessing technology is sustainable with positive things in learning. Adjustment of learning media with the material and characteristics of students also needs attention. So the importance of making book-based learning media as an increase in noble character, especially in digital Muslim brotherhood relations is made interesting, creative, and innovative. In line with this, the creation of book-based learning media as an increase in noble character, especially in Muslim brotherly relations, will have a positive impact on increasing the ability to participate, understand, and form students' noble character.

In the implications of making book-based learning media as an increase in noble character in Muslim brotherly relations, it is made with an attractive design and add other content such as learning songs and interactive quizzes that can increase student activity in learning activities, increase enthusiasm for learning, and provide opportunities for students to train. Moreover, most of the analysis of digital books that are carried out as learning media focuses on the use of da'wah so that students gain knowledge and improve their abilities (Putra et al., 2022). In line with these data, research related to the use of digital

books on fraternal culture is still minimally carried out. In line with that, research related to culture and morals needs to be done. Especially nowadays which one there is moral degradation, such as fighting with friends, mocking each other, and hurting each other both physically and psychologically because they do not understand the cultural value of ukhuwah in the story of the Prophet Muhammad. When the brotherhood of the Muhajirin and the Ansar. In addition, these findings were obtained for the knowledge base of interest learning media by students' interests in understanding the values of Islamic culture. Based on the description above, the purpose of this research is to find out how the application of learning media Digital Books Kak Arin The Narrator is so that students are more motivated to be able to establish brotherhood (ukhuwah) in forming noble character. Therefore, the researcher is interested in addressing this issue in the title of the article "The Use of Budikasta Media - Digital Book of Kak Arin The Storyteller to Form the noble character of elementary school students."

## METHOD

The research method that researchers used in this analyze, using the Design and Development (D&D) model method. Then, according to Ellis & Levy (2010) in (Dirgantara et al., 2022) declare that the purpose of D&D research is to find or develop new products, tools, or models that can fix these problems. The D&D method has a research flow that starts with designing, developing, and evaluating a product. In this study, researchers chose to use the D&D research model according to Peffers, et al

adapted by (Ellis & Levy, 2010) in (Dirgantara et al., 2022) suggests that there are six stages of D&D research, namely 1) identify the problem, 2) describe the objectives, 3) design & develop the artifact, 4) test the artifact), 5) evaluate testing results, and 6 ) communicate the testing results. In this study, researchers choose to use data processing and analysis techniques, namely the quantitative approach. According to KBBI, quantitative means based on the number or quantity. The quantitative research is carried out by asking specific and narrow questions and collecting numerical data from respondents. The resulting numbers or percentages are generalized or replicated for some larger population.

This research was conducted on Wednesday, March 15, 2023, at one of the elementary schools, namely SDN Manangga, South Sumedang sub-district, Sumedang district. The population in this study were all fourth-grade students at SDN Manangga with a total of 23 students. In this study, researchers tested learning media products that researchers had made to see how enthusiastic students were in learning when using Budikasta's products (Digital Book of Kak Arin the Storyteller). The developed Budikasta product is also validated using a validation instrument assessment to determine the quality of the product. Budikasta products are validated by an expert, namely an elementary school teacher. The assessment is carried out by the teacher as a user, with an assessment sheet (questionnaire) and with criteria for making decisions in media validation can be observed in Table 1. Learning media can be using if the categories are feasible and very feasible can be obtained from the validator's assessment.

**Table 1. The Average Interval of the Validator's Assessment Score**

Average Interval (%)	Validity Criteria
90 – 100	Very Good
80 - 50	Good
70 - 79	Moderate
60 - 69	Less
<60	Very Less

(Source: (Arikunto, 2019))



In addition, data collection and data acquisition come from the results of direct observation of students to determine students' understanding and attitudes in the learning process takes place. The understanding criterion is assess from the accuracy in answering questions on the quizizz available in the product. Score 4 if students get grades in the range 76 -100, score 3 if students get graded in the ranges 51 - 75, score 2 if students get graded in the ranges 26 - 50, and score 1 if

students get graded in the ranges 0 - 25. Attitude assessment is assessed from the enthusiasm of students, in participating in learning, with indicators of paying attention during learning, giving good responses, not playing during learn, and enthusiasm. A value of 4 is obtain if all indicators are met, a value of 3 if 3 indicators are met, a value of 2 if any 2 indicators are met, and a value of 1 if only 1 indicator is met.

**Table 2. The Average Interval Score of Student Acquisition**

Average Interval (%)	Validity Criteria
$X = 0$	None
$0 < x < 25$	Little
$25 < x < 50$	Almost half
$X = 50$	Half
$50 < x < 75$	Largely
$75 < x < 100$	Almost Entirely
$X = 100$	Entirely

(Source: (Aeni, Djuanda, et al., 2022))

## RESULTS AND DISCUSSION

Technological developments affect the field of education. Therefore, teachers need to adapt by taking advantage of the ease of technology in disseminating scientific information. The existence of technology in the fielding of education is something that cannot be avoid. Technology has become a part that is difficult to separate in the fielding of human life because it is support by internet access. Based on a survey by the Association of Indonesian Internet Service Providers (APJII) in April 2019, the number of Internet users in Indonesia is 171.7 million people or around 64.8% of Indonesia's total population of 264 people (Wahyudiyono, 2019). The function and role of technology have been widely used by teachers in the learning process, and adapted to the needs of students. Research on Budikasta learning media (Digital Book of Kak Arin the Storyteller or Buku Digital Kak Arin Sang Pencerita) is one form of effort to maximize learning in an era of rapidly developing technology. The specific purpose of the Budikasta learning media is as

an innovative and creative learning medium to form the noble character of elementary school students. The use of Budikasta learning media was carried out after carrying out a validation test, then it was tested on 23 fourth-grade students at SDN Manangga Jl. Kebonkol No. 20, Regol Wetan, South Sumedang District, Sumedang Regency, West Java. In the Budikasta research process, there are six stages, namely identify the problems, describe the objectives, test the artifact, product trials, evaluate testing result, and communicate the testing result.

The stage of identifying the problem was carried out by researchers, through the literature on the internet and journals, which illustrate that there is moral degradation among adolescents. The entry of Western culture is one of the factors for moral degradation among adolescents such as gambling, the circulation of liquor, underage marriage, drugs, and criminal acts, which are rife and make people worry this is is inseparable from the very rapid progress of the times with the technology that sophisticated and minimal knowledge among

teenagers (Nursa, 2020). According to Tomas Lickona (Nursa, 2020) signs of the destruction of moral degradation include low respect for parents and teachers, mutual suspicion and hatred among people, increased violence in adolescents, decreased work ethic, low sense of individual and civic responsibility, use of drugs; alcohol; and free sex increases, a dishonesty becomes a culture, the influence of group members is strong in acts of violence, the use of bad words, and the moral boundaries of good and bad are weak. Moral degradation occurs due to low moral education as part of Islamic culture. Having a noble character is very important until the state formulates it as a national education goal, so that it is included in the hidden curriculum. Moral education regarding Islamic culture using conventional learning media has been carried out a lot, but it is still minimal using digital learning media. Therefore, it is necessary to have learning media that can harmonize and balance the influence of technological developments.

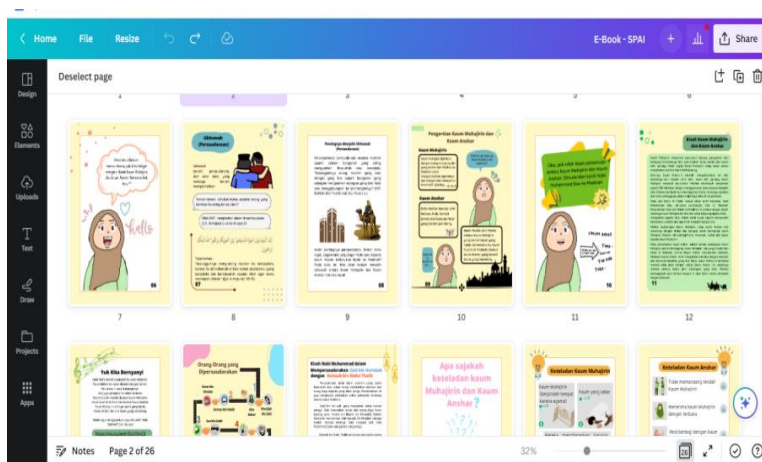
The stage of formulating product goals is to make technology-based learning media products that can form the noble character of elementary school students. The use of innovative learning media, namely those that utilize technological advances will produce fun learning situations for students, besides that the interactive learning process will be more effective (Maulani et al., 2022). Digital books are one of the various educational innovations using technology as a form of modernization in the 21st century. Making digital books is useful for improving student learning methods through the development and manufacture of teaching materials, learning resources, and technology development. Therefore, researchers designed and developed a digital-based product called Budikasta (Buku Digital Kak Arin Sang Pencerita or Digital Book of Kak Arin the Storyteller). Budikasta products aim to be a learning media solution that welcomes technological advances, as well as an innovative learning media to shape the morals of elementary school students.

Stages of designing and manufacturing digital book of Kak Arin the Storyteller. One of the steps for creating a digital book is using the Canva application because it easily and interestingly loads learning material. To create interactive digital books, Canva offers pictures so students don't get bored while reading texts, also equipped with games and songs that can be listened to and watched when students are lazy to read texts (Dirgantara et al., 2022). Cartoon media in digital books is also made to attract students' attention and interest in learning. The process of creating characters, namely with the IbisPaint X application. IbisPaint X is an application with many features for editing or drawing characters (Vitriani et al., 2022). The components contained in digital books, namely: audio, text, and visuals. The stages of media design analysis include content or material analysis, user analysis, and analysis of the devices used (Lestari, 2013). In the content analysis, the researcher chose the Learning Outcomes (CP) of PAI class IV, which are in line with and related to Islamic culture to form a noble character, namely telling the story of the Prophet Muhammad, emulating the struggle of the Prophet Muhammad and his companions, tolerance, firm convictions, and respecting opinions. At this stage, the researcher chose material about the story of the brotherhood of the Muhajirin and the Ansar as an example of Islamic culture. The user analysis includes teachers and grade IV students. In using devices, optimal analysis is needed to create good digital books, ranging from laptops and cellphones to applications such as Canva and IbisPaint X.

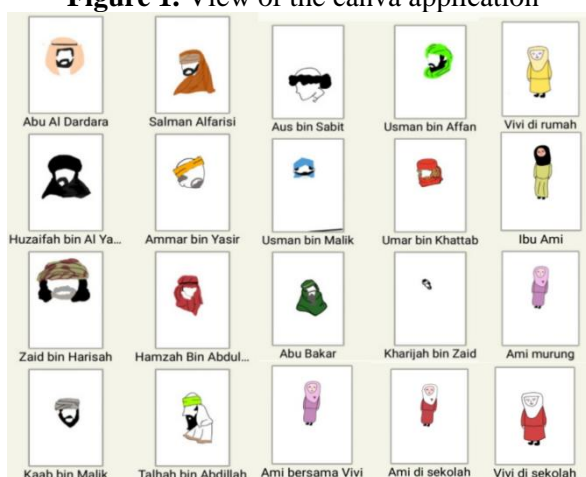
In designing and manufacturing Budikasta products, there are six stages. First, determine the characteristics of the digital books that are made. The researcher named this digital book Budikasta, which stands for Digital Book of Kak Arin the Storyteller. As the name suggests, this digital book has a main character known as Kak Arin. Kak Arin is a character who can accompany readers and

indirectly communicate with readers on every page of Budikasta. Second, look for references related to material, such as the stories of the Muhajirin and the Ansar, then regarding people who are brothers and sisters, as well as noble moral behavior. Researchers began to formulate how to convey the material so that it is easy to understand. The researcher divides each part of the material into a more concise editorial material for each page adjusted so that it is not monotonous when reading. In addition, the language of writing and delivery is adapted for children for easy understanding. Third, determine the content of Budikasta according

to the material. Researchers use the Canva application to compile and design Budikasta. At this stage, the researcher designs what are the contents of each Budikasta page. The researcher designed each page in Canva, such as a page to introduce Kak Arin, materials, songs, comics, and quizzes. Fourth, design every character contained in Budikasta. The researcher designed each character using the IbisPaint X application. After the characters were drawn and colored, they were then saved with a blank background. Then, the image is inserted into the Canva application.



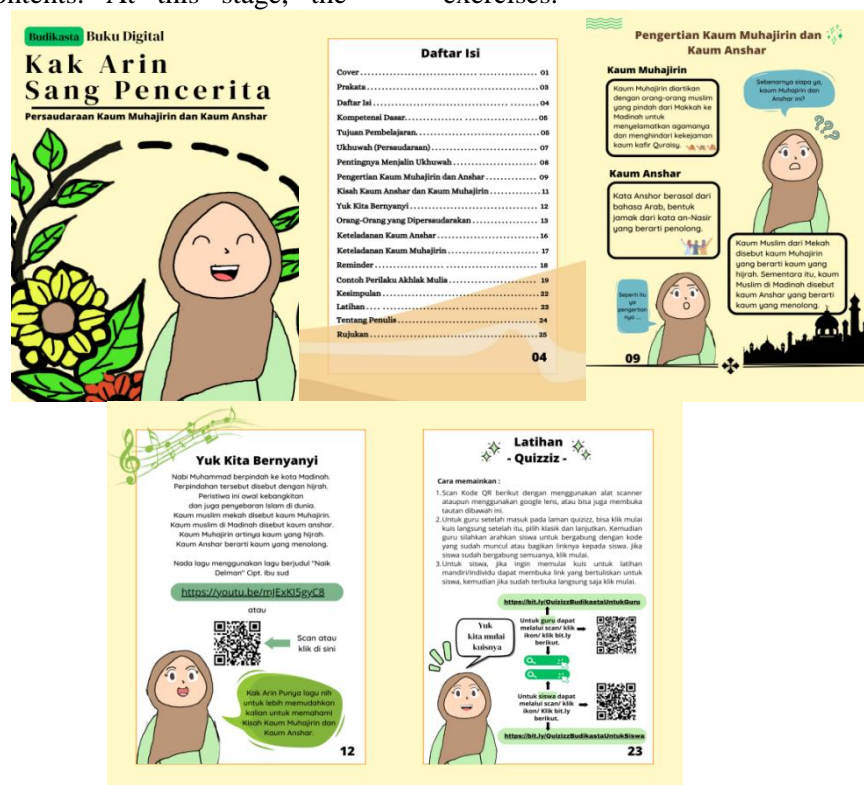
**Figure 1.** View of the canva application



**Figure 2.** Character figures on the Ibis Paint X application

Fifth, complete the contents of the Budikasta section. At this stage, the researcher made song lyrics from the story of the Ansar and the Muhajirin, determined the musical accompaniment, took the recording, edited the video with animation, and then uploaded it on YouTube. Besides that, the researcher made quiz exercises through quizizz. The quiz questions are taken from the material in Budikasta. Sixth, rearrange the image layout, supporting ornaments, fonts, links, barcodes, and table of contents. At this stage, the

researcher rechecked every sentence in the material so that there were no writing errors and it was easy to understand. The Budikasta product measuring 14.8 x 21 cm, is packaged in the form of a digital book which is published on FlipBook. The Budikasta consists of 25 pages. Inside Budikasta consists of singing stories about the Ansar and Muhajirin people which can be accessed via YouTube, then there are short comics as examples of exemplary behavior, and there are quizizz as exercises.



**Figure 3. Budikasta Product**

Digital books have several advantages, namely digital books can be accessed anywhere and anytime, digital books can last a long time compared to books usually that use paper because they can be easily torn or weathered, environmentally friendly because they can save on paper use so that cutting down trees can also be reduced, and more practical to use, for example, we want to find material faster by searching through the search feature (Ruddamayanti, 2019). The advantages of the Budikasta product namely an attractive design, in which there are learning songs that

can help children who have auditory and visual learning styles so that children can become more active in learning activities, increase enthusiasm for learning, and provide an opportunity for children to practice the material through interactive quizzes in Budikasta. When children learn independently, children have a companion to read and understand each page by interacting with Kak Arin. In addition, several examples are given regarding noble character in brotherhood among fellow Muslims and fellow human



beings, so that it is hoped that children can imitate and apply them.

The trial phase for Budikasta Products has been conducted on 23 grade 4 students at SD Negeri Manangga, Sumedang Regency. At the trial stage, the students looked enthusiastic during the learning process. This was observed by the researcher when several students came to the front of the class voluntarily to sing the story of the Muhajirin and Ansar people. In addition, many students raised their hands to read comic stories about respecting differences of opinion. Thus, students are responsive and

actively involved during the learning process through the Budikasta learning media (Digital Book of Kak Arin the Teller). This is in line with the assessment results obtained by Budikasta products. The results of the researcher's product assessment were obtained by distributing questionnaires related to Budikasta products to elementary school teachers to find out if the researcher's products were feasible. The questionnaire contains 10 questions. In reviewing research, researchers used a Likert scale to interpret teacher ratings.

**Table 3. The Results of the Teacher's Assessment of Budikasta Products**

No.	Assessment Aspect	Grade			
		1	2	3	4
1.	CONTENT ELIGIBILITY				
	1. Budikasta's material is in accordance with the curriculum in elementary schools				√
	2. Quizzes in Budikasta according to the material				√
2	PRESENTATION ELIGIBILITY				
	1. Budikasta's design attracts students' attention				√
	2. The use of color in Budikasta is appropriate				√
	3. The use of font in Budikasta is appropriate				√
3.	LANGUAGE ELIGIBILITY				
	1. Easy to understand language				√
4.	FEASIBILITY OF USE				
	1. The use of Budikasta media helps the student learning process				√
	2. The use of Budikasta media helps teachers in the teaching process				√
	3. The use of Budikasta media in accordance with school conditions				√
	4. Budikasta learning media is easy to access and use				√
<b>Total Score</b>					40
<b>Grade</b>			40		
<b>Criteria</b>			100%		
			Very Good		

Based on the table above, it can be seen that the results of the assessment of Budikasta products have a percentage of 100%. Thus, the Budikasta product (Buku Digital Kak Arin Sang Pencerita) has a feasibility status of "Very Good" when observed from 4 aspects, namely the feasibility of content, presentation feasibility, language feasibility, and usability feasibility. This assessment was carried out based on appropriate facts because the researcher came

to the school to request a teacher's assessment which was sent via Google Form as a product assessment instrument. The teacher concerned also gave a response that Budikasta's product is one of the interesting, creative, and innovative learning media that helps students' understanding of learning material to achieve learning goals, in which Budikasta learning media is created according to student needs so that students' potential is explored which leads to educational success.

In addition, data were obtained from the test results of 23 students regarding the use of Budikasta products. The test itself consists of a series of questions that measure student learning outcomes, be it knowledge, skills, intelligence, talents, or abilities alone or in groups (Aeni, Pratidina, et al., 2022). Researchers used a test, which is a type of written test with a multiple choice procedure

consisting of 10 questions. Based on these results, almost all students of SDN Manangga were able to answer the questions on the tests available in Budikasta (Kak Arin's Digital Book, the Teller's Book) well and most of these students showed a very good attitude. Following are the results of the assessment as outlined in Table 4.

**Table 4. The Results of Observations on the Activities of Grade 4 SDN Manangga**

No	Students	Comprehension				Attitude			
		4	3	2	1	4	3	2	1
1.	Student A	√				√			
2.	Student B	√				√			
3.	Student C			√			√		
4.	Student D			√		√			
5.	Student E	√				√			
6.	Student F		√			√			
7.	Student G			√			√		
8.	Student H	√				√			
9.	Student I	√				√			
10.	Student J			√			√		
11.	Student K		√			√			
12.	Student L	√				√			
13.	Student M	√				√			
14.	Student N		√			√			
15.	Student O	√				√			
16.	Student P			√			√		
17.	Student Q	√				√			
18.	Student R			√		√			
19.	Student S			√		√			
20.	Student T	√				√			
21.	Student U	√				√			
22.	Student V			√			√		
23.	Student W						√		
The number of students		11	3	9		17	6		
% Students		48%	13%	39%		74%	26 %		

Based on the table above, most grade 4 students get very good grades. This assessment is carried out directly after the Budikasta product trial process. Before learning, the researcher asked students about the material from the Muhajirin and Ansar people to find out students' initial understanding. However, it turned out that the students did not know and had not learned about the story of the Muhajirin and Ansar people. With quizzes after learning, researchers can observe that most students understand and remember the

material conveyed through the Budikasta media learning process. As many as 48% of the students or almost half of them really understood the material related to the stories of the Muhajirin and Ansar, then as many as 13% of students had sufficiently understood the material, and 39% of students still needed guidance to understand the material. Whereas in the aspect of attitude, as much as 74% of students or most students have applied attitudes that are by the material, namely brotherhood between humans, and applied the

exemplary attitude of the Muhajirin and Ansar, and as many as 26% of students were good enough to apply it. Attitude assessment is obtained through observation, which is directly observing student behavior. By observing and testing students who have never studied the material being tested, the results obtained are as much as 61% or most students can already understand the material of the Muhajirin and Ansar, and as much as 74% have also applied the attitude or noble character reflected by the Muhajirin and the Ansar.

In this regard, previous research which examined the use of digital books as a support for learning media (Putra et al., 2022) obtained an average of "Good". Learning outcomes are reflected in the ability of students to remember what students have learned and applied so that students can solve problems that arise appropriately. The use of Budikasta learning media (Digital Book Of Kak Arin The Storyteller) can increase participation, understanding, and form students' noble character regarding the material of the Muhajirin and Ansar. Therefore, based on the results of product trials and assessments, the use of Budikasta learning media meets the criteria to be used as a support in teaching Islamic Religious Education class 4 in elementary schools.

Furthermore, at the evaluation stage, the product trial results aim to develop Budikasta products to be better through participant suggestions and criticism. Researchers evaluate Budikasta products after being tested in schools. Researchers evaluate the results of teacher validation assessment and student enthusiasm. The researcher made revisions regarding the layout and language in the rules for implementing quizzes through quizzz so that students and teachers could easily understand them. The process of evaluating the results of this trial is expected so that when it is realized, there are no deficiencies in Budikasta's products. The final stage is communicating the results of the Budikasta product trial. Researchers communicate the results of product trials through written reports and seminars. In this

case, the research report is written in the form of a researcher's report (article). Furthermore, the results of the data analysis were concluded and communicated during the Islamic Religious Education Seminar. By communicating the results of the trial, it is hoped that it will become information for readers and audiences regarding Budikasta products which can be used as supporting learning media to shape the morals of elementary school students.

The results of research regarding the use of Budikasta are in line with child development so that it can increase motivation in moral learning. Digital books that will be used for elementary school students must be adapted to their age characteristics such as color appearance, character traits, font size, and type, the language used, and the length of the short sentences on each page. This must be considered so that students do not get bored reading digital books. According to (Aeni, 2022) the characteristics of children in grade 4 elementary school, from the aspect of cognitive development, children at this age are already better at C3 (implementing), and at the age of 9-10 years, children have also started to enter C4 (analyzing). Children can analyze and connect theories with existing facts for a conclusion. Meanwhile, from the social-emotional aspect, according to a study reported by the National Institutes of Health, at the age of 4th grade, children's need to be accepted as part of a group is getting bigger, so children's focus is greater on friends and community. In general, students can remember its golden age when intelligence is at its peak. Students are also very dominant in independent learning activities, this is because students do it to get an outside perspective so that in continuous learning, laziness and boredom cannot be avoided. To help students quickly memorize and be more enthusiastic about learning appropriate learning and teaching methods are needed, including loading songs into digital books (Aeni, Aulia, et al., 2022). Therefore empowering digital books can provide convenience and also be packaged more practically so that they are easily accessible

anywhere and anytime. With learning media, the quality of learning can be increased because it is not only the teacher who is actively involved in providing material to students. Students can also be active in class and involved in the learning process so that it is easier to accept the material presented. This is because students are not only objects in the learning process but become subjects in the learning process. In addition, learning media can increase student learning motivation so that students are involved in the learning process (Nurrita, 2018). Thus, the use of interactive and appropriate learning media according to student needs can increase students' active responses to learning.

Digital books allow children to learn at home, in the community, or at school. School is a place to form a noble character, apart from the family environment. The division of morals is generally divided into two, namely noble morals and despicable morals. Noble morals are morals that we must apply in our daily life, while disgraceful morals are morals that we must avoid so that we do not practice them in everyday life (Sylviyanah, 2014). Noble morals are customs, speech, and actions that are virtuous and good by values in Islamic culture. With science and technology that is always developing rapidly, it is hoped that it can form noble character in elementary schools because elementary school students have a high curiosity and are interested in the world of the people around them. At elementary school age, the formation of personality, character, intellect, spirit, attitude, and language is very fast. Thus, at elementary school age, it is very suitable for forming and maintaining noble character. In addition, this digital book is intended so that children or students can recognize and also understand material regarding noble character, especially in brotherly relations among fellow Muslims so that it is hoped that after children understand the theory, this attitude of brotherhood can be applied to their classmates, or anyone else. Digital books help increase student motivation and participation in learning activities in class, easy to use via

smartphones; computers; and laptops, as well as beneficial for students to learn independently (Budiman et al., 2021). Based on previous research that is related and supportive, it can be concluded that the use of Budiksta Media (Digital Book of Kak Arin the Storyteller) is a suitable learning media to increase motivation and shape the morals of elementary school students.

## **CONCLUSION AND RECOMENDATIONS**

Digital books are one of the learning media that are suitable for the learning process in the technological era. Digital books were chosen because they can provide material through text, images, or other multimedia that can be connected to the internet. Budikasta's learning media product (Digital Book of Kak Arin the Storyteller) is a learning media design that combines visual and audio elements with PAI material adapted to learning outcomes in the 4th grade independent curriculum, which relates to the story of the Prophet Muhammad build the city of Medina. This story relates to the events of the migration of the Muhajirin and Ansar who have exemplary attitudes such as tolerance, steadfastness, and respect for differences which can serve as examples of noble moral behavior for students. Based on the results of the validation test of Budikasta's learning media to the parties who were the target of making the product, Budikasta received an assessment of 100% from teachers in the Very Good interpretation category. During the learning process using Budikasta media, students were observed to be actively involved in the learning process. Thus the product of Budikasta learning media is said to be suitable for use as learning media, especially those related to the subject matter of Islamic Religious Education in elementary schools. The innovation in developing Budikasta learning media is expected to be a new step in efforts to shape noble character behavior, student competency achievements, and student motivation in the learning process.



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