Interactive Learning of Religious Moral Values in Early Childhood Using Story-Based Audio Graphic E-Books

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Abstract

This research focuses on developing interactive character learning media to instill religious moral values in early childhood, specifically through story-based audio graphic E-Books. The study addresses key challenges faced by Early Childhood Education Institutions, including limited access to innovative learning media, low digital literacy among educators, and the lack of engaging approaches in teaching religious morals. Employing a mixed-method design that combines quantitative and qualitative approaches, data were collected through observations, interviews, questionnaires, and evaluation tests involving both learners and educators.The analysis utilized descriptive statistics but also inferential statistics, specifically the paired sample t-test thematic analysis to evaluate the effectiveness of the media. The findings indicate that the use of audio graphic E-Books significantly enhances children's comprehension of religious moral values, showing up to a 90% increase in understanding compared to conventional methods. Furthermore, children demonstrated greater enthusiasm and participation in the learning process. Notably, 85% of participating educators reported improved digital literacy and greater confidence in integrating technology into their teaching practices.This study contributes to the field of early childhood education by introducing a technology-based, integrative learning model that is adaptable and applicable across various early education settings. The conclusion affirms that story-based audio graphic E-Books serve as effective, engaging, and adaptive media for teaching moral values. The research also highlights the novelty of integrating visual, auditory, and narrative components to enrich children's learning experiences while simultaneously empowering educators to utilize digital tools more effectively.

INTRODUCTION

Instilling lifelong religious moral values is done at an early age. At this time, children are in the golden phase of cognitive, social and emotional development, where they begin to understand the concept of right and wrong, respect differences, and show empathy for others. Implementation in the field of learning religious moral values has problems in facing various challenges that need serious attention. The lack of use of innovative learning media and in accordance with the characteristics of early childhood, is still dominated by conventional methods such as lectures, memorising, and giving moral advice directly. These methods often do not attract children's attention and do not provide an interactive learning experience. Limited digital competence among educators is also an obstacle in the utilisation of technology as a learning tool, the lack of availability of adequate technological devices in a number of educational units, which further narrows children's opportunities to access innovative learning (Rakhimzyanovich, 2024).

Observations of previous studies show that learning religious moral values in PAUD (early childhood education) still faces significant challenges. Lecture and memorisation methods still dominate, which are often ineffective in attracting children's interest (Ningsih, 2024). Meanwhile, educators' limited digital literacy and lack of access to innovative learning media are major obstacles. In today's digital era, the use of educational technology such as story-based graphic audio E-Books offers great potential to overcome these problems (Dembitska, 2024). This media is able

to combine visual, audio and interactive narrative elements that enrich children's learning experience and clarify moral concepts more concretely. A digital technology-based learning approach is an innovative solution that is in line with the characteristics of early childhood development. By utilising interactive media, children can learn in a more interesting, immersive and effective way in understanding and internalising moral and religious values. The use of rich visual, auditory and narrative elements can build a learning experience that is both fun and meaningful. In addition, interactivity in digital technology allows children to be actively involved, improve memory, and foster deeper understanding. Thus, digital technology is not only a learning tool, but also a means of shaping children's character from an early age. The state of the art in the research focuses on an integrative approach that optimises technology in learning religious moral values. In contrast to previous research that tends to separate visual and audio elements, the story-based graphic audio E-Book presents a multisensory learning experience that supports children's in-depth understanding. In addition, this approach also provides opportunities for educators to improve digital literacy through training in the use of interactive media. This research not only contributes to improving the quality of children's learning, but also to the professional capacity development of educators.

The main objective of the study was to examine the effectiveness of using story-based audio graphic E-Books in introducing religious moral values in early childhood. Specifically, this study analyses the increase in children's understanding of moral concepts, the level of children's involvement in the learning process, and educators' perceptions of the ease of use of the media. The urgency of this research lies in the urgent need for learning media that are adaptive, interesting and relevant to technological developments (Ramirez, 2021).

The novelty carried in the research is an integrated approach that combines local culture-based story elements with audio-graphic E-Book technology, creating an immersive learning experience. The significant contribution of this research is expected to provide practical recommendations for educational institutions in adopting technology for strengthening religious moral values, as well as enriching the academic literature on the use of digital media in early childhood character education. With this innovative approach, children are expected to grow into individuals with strong character, empathy and respect for differences in the social environment.

Early childhood education plays a strategic role in shaping children's character through strengthening religious moral values that are the foundation for social-emotional development. Based on Piaget's cognitive development theory, early childhood is in the preoperational stage, where they learn through direct experience, imagination and symbolisation (Nugraha &Nuriadin, 2025). Vygotsky also emphasised that social interaction plays an important role in shaping children's understanding of moral concepts (Essler &Paulus, 2022). Therefore, contextualised, interactive and meaningful learning approaches are essential in building moral awareness in children. The hypothesis of this study is that the use of story-based audio-graphic e-books designed interactively has a positive effect on the development of religious moral values in early childhood. Through a learning approach that combines visual, audio, and story narration elements, this e-book is expected to increase children's understanding of the concept of religious moral values more deeply. In addition, the interactivity offered is predicted to encourage children's active participation in the learning process, strengthening affective, cognitive, and psychomotor aspects related to religious values. Thus, optimising the use of story-based audio graphic e-books is believed to be an effective strategy in instilling and strengthening religious moral values from an early age.

METHODS

This research employed a concurrent embedded mixed method design, combining quantitative and qualitative approaches (Peterson et al., 2024). Quantitative data measured the effectiveness of story-based audio graphic e-books, while qualitative data explored educators' experiences. Empirical and normative in nature, the study used observations, interviews, and evaluations as primary data, supported by secondary data from literature, prior studies, and policies on digital-

based learning and religious moral values. This six-month study involved 100 educators across 10 purposively selected PAUD (early childhood education) institutions in West Bandung, chosen for their readiness to adopt technology. Data were collected through tests, questionnaires, participatory observation, interviews with educators and parents, and documentation analysis. Using a Concurrent Embedded mixed method design, the primary quantitative approach employed quasi-experiments and paired t-tests to assess children's understanding of moral values before and after using e-books. The embedded qualitative approach involved interviews to explore how children internalized these values. Quantitative data demonstrated the effectiveness of the e-books, while qualitative insights enriched understanding of children's learning experiences, influencing factors, and implementation challenges, providing a comprehensive picture of the media's impact on religious moral learning. Data validity is ensured through triangulation of sources and methods, by comparing the results of observations, interviews, questionnaires and evaluation tests. Member checking was conducted by involving participants in validating the interview results, while peer debriefing was conducted through discussions with experts in early childhood education and educational technology (Annam et al., 2024). The integration of quantitative and qualitative results provides a more holistic understanding of the effectiveness of story-based audio graphic e-books in instilling religious moral values in early childhood.

Development of Early Childhood Moral Understanding Assessment Instruments: (1) Original Source of Instrument, This instrument is adapted from the moral assessment approach based on Lawrence Kohlberg's theory of moral development and the child moral instruments developed by Narvaez & Bock (2002) and the Defining Issues Test (DIT) by James Rest, and the early childhood character education approach from the MoEC guidelines. Adaptations included simplification of language and use of illustrations to facilitate children's understanding. The instruments were used to measure moral reasoning, empathy, and moral decision-making. (2) Nature Adaptations are made to suit the abilities of early childhood (5-6 years), especially in cognitive and language aspects. The nature of the adaptation includes: The use of concrete and contextualised picture stories. Replacement of the abstract rating scale with a 1-3 score-based observation rubric. Children's responses are assessed through interviews and observations adjusting questions to be simpler and more open-ended. Focus on three main aspects: right-wrong understanding, moral reasoning, and empathy. (3) Validity Test Procedure, Validity was tested through content validity using Aiken's V method. A total of three experts were asked to rate the relevance of the items to the child's moral indicators. The rating scale was: 1 (not relevant) to 5 (highly relevant). Criteria: Aiken's V $\geq$ 0.80. The test results showed the Aiken's V value for all items was 0.89, which means it is content valid. (4) Reliability Test Procedure, through two approaches: a) Inter-rater Reliability: Two independent raters scored the child's responses, then tested using Cohen's Kappa. Kappa results > 0.75 indicate a high level of agreement. b) Internal Consistency: Cronbach's Alpha was used to test the internal consistency of the scores ($\alpha \geq 0.70$ is considered good). (5) Practical Steps of Instrument Development a) Determine the indicators of moral values to be measured. b) Develop picture stories with simple moral dilemmas. c) Making observation rubrics for aspects: right-wrong understanding, moral reasoning, and empathy. d) Pilot testing the instrument on a small group of children. e) Involving experts to assess content validity. f) Conducting inter-rater reliability and internal consistency testing. g) Finalising the instrument for use in research or assessment.

RESULTS AND DISCUSSION
Implementation of Interactive Learning of Religious Moral Values in Early Childhood Using Story-Based Audio Graphic E-Books

This study involved 100 early childhood children from 10 PAUD (early childhood education) institutions in West Bandung, with an age range of 4-6 years old, selected to represent various backgrounds of educational and socio-economic environments, using a pre-test and post-test design, to measure the effectiveness of story-based Audio Graphic E-Books in improving children's understanding of religious moral values. The moral understanding test, which was administered

before and after the use of this interactive learning media, was designed to evaluate the extent to which children can recognise, understand and apply moral values in daily life, such as honesty, helping, responsibility and respect (Harahap et al., 2023). The aspect of children's engagement in the learning process, by looking at the extent to which they respond and interact with story-based content that is attractively packaged through a combination of visual elements, audio, sound effects and interactive features.

The development of instruments to assess children's moral understanding requires a careful approach to suit children's cognitive, social and emotional developmental stages. The process of development, adaptation, and validity and reliability testing 1) Instrument development: the main steps involve defining moral concepts and dimensions. The first step is to define what is meant by children's 'moral understanding'. It refers to Lawrence Kohlberg's moral theory of moral development and universal moral values (honesty, responsibility, justice, empathy, etc.). The dimensions assessed are the ability to distinguish right from wrong, understanding of the consequences of actions, the ability to take the perspective of others (perspective-taking) and readiness to act according to moral values. The writing of the Instrument Items is adapted to the age of the children, namely simple and concrete language, story-based or pictures that contain mild moral dilemmas and follow-up questions. Response scoring uses a simple Likert Scale. 2) Adaptation of an existing instrument using The Moral Judgment Interview by Lawrence Kohlberg by replacing adult moral stories with children's stories (e.g. a child sees his friend stealing food in the canteen). Replacing open-ended interviews with illustrated answer choices in the e book with simplified language adaptation, context adapted to local culture, response format adapted to children's verbal ability. 3) Testing Procedures Validity using Criterion-related Validity by comparing with the results of validated instruments. Reliability using Test-retest reliability is done by testing children in two different times.

Table 1. Simple Scoring (1-3 Rating Scale)

Aspect	Score 1	Score 2	Score 3
Understanding of Right and Wrong	Incorrect / Confused	Partially correct	Correct and clear
Moral Reasoning	No reason given	Personal reason (e.g., fear of punishment)	Moral reason (e.g., right or wrong, concern for others' feelings)
Empathy	None	General (e.g., just "sad")	Specific (e.g., "his friend might cry")

Content Validity: Validated by 3 ECD experts or child psychologists. Using Aiken's V to assess the appropriateness of the story content and questions. Construct Validity: Consult with theoretical models of early childhood moral development. Criterion Validity: Compared with observations of children's daily behaviour by teachers or parents. Test-retest reliability: Test the story again with the child within 7 days, and check the consistency of responses. The procedure for testing the validity and reliability of the 5-6 year old children's moral understanding assessment instrument involves several systematic steps aimed at ensuring that this instrument measures what it is supposed to measure (valid) and can provide consistent results (reliable).

Validity testing procedure 1) Content Validity aims to assess the extent to which the items in the instrument represent the domain of children's moral understanding. This was done by involving 3 experts (child psychologist, PAUD lecturer, moral development expert). Give them the instrument and ask them to rate each item based on relevance to moral concepts (scale 1-4: not relevant to very relevant). Calculate Aiken's V for each item using the formula: $V = \frac{\sum s}{n(c-1)}$. Expert scores: 4, 4, 3 → s = 3, 3, 2 → $\sum s$ = 8. Interpretation: Items with Aiken's V ≥ 0.80 are considered valid. 2) Test-Retest Reliability The purpose of assessing the consistency of results if the instrument is administered twice within a reasonable time span. Use the same sample

of children and retest after 5-7 days. Calculate the correlation coefficient (Pearson/Spearman) between the first and second scores. A correlation ≥ 0.70 indicates good reliability. 3) Internal Consistency (if the instrument has ≥ 4 Likert scale items) Interpretation ≥ 0.70 = acceptable, ≥ 0.80 = good, because 5-6 year old children are easily swayed by the atmosphere, consistency of the testing context is very important.

Table 2. Aiken Validation Results

Item	Expert 1	Expert 2	Expert 3	Aiken's V
Item 1	4	4	3	0.89
Item 2	3	4	4	0.89
Item 3	4	3	4	0.89

Interactive Learning of Religious Moral Values with a Holistic Approach in Character Education

Interactive learning of religious moral values is an educational approach that combines various strategies to instil a deep understanding of spiritual and ethical values in children or learners. This approach is not only informative, but also transformative as it involves cognitive, affective and psychomotor aspects in the learning process. Its components 1) Technology Integration, the use of digital media such as interactive videos, religious learning applications, educational games, or e-learning platforms help present religious moral material in an interesting and easy-to-understand manner for children such as visualisation of exemplary stories (e.g. stories of prophets, righteous people). 2) Experiential Learning Moral values such as honesty, responsibility, tolerance, and compassion are easier to instil through real activities such as: role play, social activities (sharing with others, gotong royong). Worship practices (praying together, reading scripture, meaningful ritual activities). These experiences help learners internalise values, not just theoretically understand them. 3) Social Interaction with friends, teachers, and the social environment gives children the opportunity to practice empathy and cooperation, discuss moral dilemmas openly. Seeing real role models (teachers/parents as value models). This process supports moral character building through modelling and social reinforcement. 4) Learning Objectives to recognise religious moral values in daily life, develop spiritual and ethical awareness. To be able to make moral decisions independently in a social context. The interactive learning approach of religious moral values seeks to touch the hearts, minds, and behaviours of learners through a combination of technology, real experiences, and social relationships, learning is not just an activity of memorising teachings, but a process of forming a moral and faithful person in real life.

In the context of character education, this method not only conveys theoretical moral and religious concepts, but also invites learners to experience, reflect, and apply these values in daily life. The use of digital technology, such as interactive simulations, case-based discussions, and audio-visual media, allows learning to be more contextual, interesting, and relevant to the challenges of the times. In addition, experiential approaches such as role-playing, case studies, and involvement in religious social activities strengthen the internalization of values, making them part of sustainable habits and behaviours. The benefits of interactive learning of religious moral values are very broad, both in cognitive, affective, and psychomotor aspects.

From the cognitive aspect, this approach strengthens learners' understanding of religious teachings in a more applicable way, so that it is not only rote, but also relies on critical and reflective understanding. Affectively, active involvement in learning builds moral awareness, empathy, and higher social sensitivity to the values of justice, compassion, and universal kindness (Ronisah, 2023). While from the psychomotor aspect, interactive learning encourages learners to apply moral values in real actions, both in social interactions, decision making, and in personal and professional life. Thus, interactive learning of religious moral values not only creates individuals who have knowledge of religious teachings, but are also able to make it a guideline in behaving and

contributing positively in an increasingly complex and dynamic society. The elements are instilled through various learning methods, including through story-based audio graphic E-Books, which present religious moral values in a contextual and interesting way for early childhood.
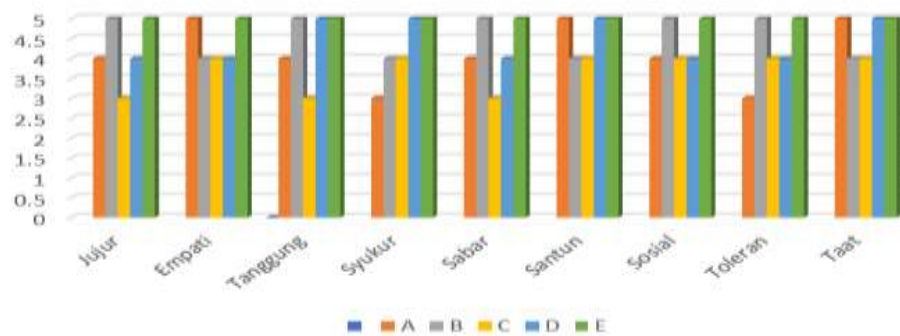

Figure 1. Elements of Religious Moral Values

Elements of interactive learning of religious moral values are designed to actively involve learners in understanding, reflecting, and applying spiritual and ethical values in daily life. One of the main elements in this approach is active participation, where learners not only passively receive the material, but also engage in discussions, reflections, and simulations that encourage deeper understanding. Contextualization through case studies is also an important part, by presenting relevant stories or real situations so that learners can relate religious values to daily life (Sangaddhieva, 2025). In addition, the use of technology and multimedia, such as interactive videos, digital simulations, and gamification, makes learning more interesting, easy to understand, and increases the absorption of information.

Other elements that support learning effectiveness include group discussion and reflection, which provide space for learners to explore different points of view, develop critical thinking, and strengthen empathy. In addition, role-playing and value simulation allow them to directly experience moral dilemmas or social situations that reflect religious teachings, so that the values learned are not only limited to theory, but also lived in real action. Authentic assessment and feedback also play an important role in ensuring learning effectiveness, with project-based evaluations, reflective journals or experiential tasks that measure learners' understanding in the context of their lives. Equally important, involvement (Sari & Rozana, 2024) in social activities, such as humanitarian programs, community service, or participation in religious activities, helps them apply moral values in real social interactions. With these interactive elements, learning religious moral values becomes more meaningful, not only forming a deep spiritual awareness but also fostering a strong character in students.

Implementation of religious moral values through audio graphic E-Books for early childhood can be done with an interesting and effective approach, optimizing multisensory interactions so that children more easily understand and internalize moral values in everyday life (Nasution et al., 2024). The first step is the selection of relevant stories, where stories that contain moral messages in accordance with religious values, such as honesty, kindness, gratitude, and helping, are chosen as learning media. Stories that are close to children's daily lives will be easier to understand and apply in their social interactions. For example, the story of a child returning a found item to its owner can teach the value of honesty, while a story about sharing food with a hungry friend reinforces the value of caring and empathy.

Furthermore, the presentation of the story in a visually appealing format plays an important role in enhancing child appeal. Colourful, expressive, and interactive illustrations allow children to be emotionally involved in the story. These illustrations are combined with clear audio narration and expressive intonation, so that children can understand the emotions and meanings contained in the story. The integration of interactive features, such as sound effects, responsive animations, and

reflective quizzes, will enrich the learning experience. For example, after listening to the story, children can answer simple questions about the characters, conflicts, and moral messages contained in the story. This feature not only enhances cognitive understanding but also encourages reflection and discussion with educators or parents. Religious moral values are not only passively taught, but also actively experienced and practiced by children in daily life, making learning more meaningful and sustainable.

Elements of religious moral values include various aspects that reflect ethical principles and religious teachings applied in daily life. Here are some elements of religious moral values that are commonly taught in early childhood. Religious moral values include various aspects that reflect ethical principles and religious teachings applied in life (Saleh et al., 2024). In early childhood, the cultivation of these values is an important foundation in shaping character with integrity. One of the main elements taught is honesty, which encourages children to speak and act honestly in various situations. In addition, the values of empathy and compassion are introduced to teach children the importance of caring about the feelings of others and providing assistance to others. Responsibility is also an essential element, shaping children's awareness in carrying out their duties and obligations with sincerity. Children are taught patience, gratitude, justice, and honesty to face challenges calmly and fairly.

Respect for parents, teachers, peers, and the community builds harmonious relationships. Values like cooperation, social care, tolerance, discipline, and obedience are instilled to foster inclusivity and responsibility. These religious moral values shape children into individuals with strong character, integrity, and the potential to contribute positively to society (Sari & Rozana, 2024). Character education and religious moral values have a close relationship, where both aim to form individuals who are noble, responsible, and contribute positively to society. Character education emphasizes the development of positive traits, such as honesty, discipline, responsibility, and caring, which are also part of the moral teachings in religion. Religious moral values serve as the main foundation in character education, providing an ethical framework and guidelines for individuals to behave and act. For example, the concepts of honesty and trustworthiness in Islam, compassion in Christianity, or benevolence in Hinduism and Buddhism all align with the basic principles of character education (Necula et al., 2024).

Religious moral value-based character education helps children not only understand moral concepts cognitively, but also internalize them in daily life. Through experiential approaches, such as interactive learning, inspirational stories, and role models, children can develop moral awareness and behavior in line with religious teachings. In the context of formal education, the integration of religious moral values in character education can strengthen children's ethical and spiritual foundations. Thus, character education based on religious moral values not only forms individuals who excel academically, but also have integrity, empathy, and a sense of social responsibility, which are important provisions in social life. Character education based on religious moral values becomes more effective when packaged in interactive learning based on digital technology, such as story-based audio-visual E-Books. This approach not only presents religious moral values theoretically, but also allows early childhood to experience, feel, and internalize moral concepts through direct interaction with learning media.

Story-based audio-visual E-Books combine audio narration, dynamic illustrations, interactive animations, and sound effects that can enhance children's appeal and understanding of religious moral values. For example, the story of a child helping a friend in distress can be visualized with responsive animation, where the child can interact with the story characters, answer reflective questions, or choose a response in a particular moral situation. The integration of interactive learning using story-based audio-visual E-Books in character education not only improves children's understanding of religious moral values, but also fosters critical thinking skills, empathy, and social responsibility, which are the main foundations in forming noble individuals in the digital era (Rabbianty et al., 2023).

This finding is in line with Vygotsky's theory that emphasizes the importance of scaffolding

in children's learning process, where interactions with the social environment and guidance from More Knowledgeable Other (MKO) individuals play a crucial role in cognitive and moral development. In this context, story-based Audio Graphic E-Books act as a tool that provides a structure for children to understand moral values gradually. With the support of interactive technology (Li & Gao, 2025), children gain immersive learning through audio narration, visuals, sound effects, and interactivity that support deeper moral understanding. This study supports previous findings on the effectiveness of narrative-based learning in early childhood. Stories in Graphic Audio E-Books contextualize values like honesty, empathy, and responsibility, aiding internalization. Based on multisensory learning theory, combining auditory and visual stimuli enhances comprehension, making moral learning more natural, engaging, and effective for children.

Although this study shows the effectiveness of story-based Audio Graphic E-Books in instilling religious moral values in early childhood, there are several challenges that need to be considered in widespread implementation (Hayatunnisa et al., 2024). One of the main barriers is the limited access to technological devices in some PAUD, especially in areas with inadequate digital infrastructure. This inequality has the potential to create gaps in the implementation of technology-based interactive learning models, which in turn can affect children's opportunities for equal learning experiences. Therefore, support from policymakers, both government and private sector, is urgently needed in the provision of technology facilities in ECD (Early Childhood Development) institutions, including access to digital devices, stable internet connections, as well as the development of technology-based learning resources that are widely accessible and sustainable. Educators' competence in utilizing learning technology remains a challenge. The lack of digital literacy among educators may hinder the effective use of Graphic Audio E-Books, given that this media requires an understanding of how to optimally integrate technology in learning. Therefore, continuous training in digital literacy for educators should be a top priority. This training should not only include technical skills in operating learning devices and applications, but also appropriate pedagogical approaches so that technology can be used optimally to support children's moral development.

The implementation of this media also requires flexible and adaptive curriculum support, so that it can accommodate the integration of technology in learning religious moral values without reducing the essence of character education based on direct interaction between teachers and children (Gusti et al., 2023). The blended learning approach, which combines digital learning with conventional methods based on social interaction, can be a solution to ensure that technology does not replace the main role of educators, but rather becomes a tool that enriches children's learning experience more deeply. The successful implementation of Audio Graphic E-Books in religious moral values education depends not only on the effectiveness of the media, but also on the readiness of infrastructure, the competence of educators, and sustainable policy support. Investment in digital literacy, increased access to technology, and collaboration between academics, education practitioners, and policymakers are key to ensuring that this learning technology can be applied inclusively and provide maximum benefits for early childhood moral development.

Story-based Audio Graphic E-Book as Digital Innovation

Graphic Audio E-Book is an interactive digital learning media that integrates text, images, audio, animation, and interactive elements to create a more interesting and effective learning experience for early childhood (Olvah et al., 2024). Unlike conventional e-books that rely solely on text and static images, story-based Audio Graphic E-Books offer a more engaging and interactive learning experience for early childhood education. These e-books combine voice narration, sound effects, dynamic illustrations, and interactive features, allowing children to actively engage with the content. The narrative approach is designed to enhance children's interest through relatable plots, making it easier to convey moral values, academic concepts, and social skills. Rooted in the multimodal learning theory, this multisensory model leverages the power of combining visual, auditory, and kinesthetic elements to enrich the learning process and improve information retention.

The benefits are significant: first, literacy and conceptual understanding improve through narrated text and visual cues. Second, interactive features—such as story path choices, reflective quizzes, and gamified challenges—maintain motivation and promote exploration. Third, interaction with dynamic content stimulates critical thinking, decision-making, and problem-solving skills. Moreover, this medium enhances inclusivity by supporting children with special needs, such as dyslexia or language processing disorders, through audio-visual reinforcement. It also benefits children in underserved areas with limited access to printed learning resources. By increasing motivation, comprehension, and engagement, story-based Audio Graphic E-Books prove more effective than traditional learning methods.

These advantages highlight the urgent need for continued innovation in digital education. As a learning tool, Audio Graphic E-Books not only support early childhood development but also address broader literacy challenges in the digital age. Future developments—such as incorporating Augmented Reality (AR) and Artificial Intelligence (AI)—may further personalize and enhance the learning experience, creating adaptive and immersive environments tailored to each child's needs (Sukmawati, 2024).

Interactive e-books as modern learning media have advantages that distinguish them from conventional learning media. One of the characteristics is the integration of multimodality, which combines text, illustrative images, audio narration, and interactive elements such as video and animation. This integration creates a more immersive and adaptive learning experience for various types of learners, whether visual, auditory, or kinesthetic, so that understanding of the material becomes more effective and in-depth.

Interactive e-books also adopt an interesting narrative structure, different from the linear presentation of information in conventional media. This story-based approach provides a more vivid context, makes it easier for readers to understand the material, and increases the absorption of information. The narrative storyline also creates emotional engagement that makes learning more meaningful and memorable.

Another advantage lies in the interactivity that encourages user engagement. The e-book not only presents information passively but also invites users to actively participate through reflective quizzes, choice of story paths that allow exploration of the material from different points of view, and responsive animations that provide immediate feedback. These features are able to stimulate critical thinking, creativity, and increase users' motivation to learn.

In terms of accessibility, interactive e-books offer inclusive flexibility. Materials can be accessed anytime and anywhere through various digital devices such as computers, tablets, and smart phones. In addition, accessibility features such as text size settings, high-contrast modes, and audio narration options make them friendly to various user groups, including children, visual and auditory learners, and individuals with special needs such as dyslexia or visual impairment.

Value-based stories that not only convey academic information but also instill moral values through contextualized storylines. This approach not only hones the cognitive aspects of users, but also shapes social awareness, empathy, and positive attitudes in everyday life. The learning presented is not only oriented towards academic achievement but also on character building and emotional intelligence of users. The characteristics in interactive e-books are able to present a more interesting, effective, and inclusive learning experience than conventional learning media.

The utilization of technology (Depita, 2024) in this e-book is not only a learning tool, but also a means of transformation in a more adaptive and innovative world of education. Story-based audio graphic e-books have very significant benefits in learning, covering cognitive, affective, and psychosocial aspects. As an innovative learning medium, this e-book not only helps children understand moral concepts more deeply through visual and auditory experiences (Rahmawati & Hidayat, 2023), but also increases learning appeal and motivation. By combining elements of narration, illustration, and digital interaction, this e-book enriches a more dynamic learning experience, oriented to the needs of users in the digital era, and supports more inclusive learning.

Story-based audio graphic e-books from a cognitive perspective strengthen concept

understanding by integrating complementary visual, auditory and interactive elements. This approach improves memory, helps students develop a more systematic mindset, and facilitates more adaptive learning according to each individual's learning style. The combination of easy-to-understand text, engaging illustrations, and narratives that support comprehension, learners can more easily internalize the information and relate it to their daily experiences. In the affective aspect, the story-based approach in this e-book is able to build deeper emotional engagement. Contextually designed characters and storylines are able to foster empathy, increase learning motivation, and trigger curiosity and interest in reading. This emotional engagement not only makes learning more enjoyable, but also helps students understand the moral and social values contained in the story more naturally and reflectively.

Psychosocially, story-based audio graphic e-books contribute to the development of communication skills and digital literacy. With interactive features such as discussions in digital communities, sharing experiences, as well as reflective activities that encourage active participation, students have the opportunity to express their understanding and collaborate with others. These interactions not only strengthen their social skills, but also build confidence in expressing ideas and opinions critically.

As an innovative learning medium, story-based audio graphic e-books play a role in creating a more meaningful, enjoyable and timely learning experience. Its advantages in accommodating various learning styles, increasing emotional engagement, and strengthening social skills make it an effective solution to support a more inclusive and character development-oriented education process for learners in the digital era (Made et al., 2024). The use of emotional audio narration plays a role in increasing children's emotional engagement with the story presented. An expressive narrator's voice, with intonations that match the characters and situation of the story, can strengthen children's absorption of the moral messages conveyed. For example, a gentle and empathetic voice when a character comforts a sad friend can help children understand the concept of love and care. In addition, supporting sound effects, such as birds chirping in the morning, the soothing sound of rain, or the boisterous laughter of children in a playground, not only enrich the experience of listening to the story but also help build a more lively and immersive atmosphere. In this way, children not only hear the story but can also experience the atmosphere that supports their understanding of the moral values being taught. Interactivity in graphic audio e-books becomes an important element to ensure that children truly understand the moral values contained in the story. One effective strategy is to insert reflective questions within the storyline to encourage children to think critically about the decisions made by the characters (Dalimunthe, 2023). For example, after listening to a story about a child who finds a wallet on the street, children can be asked to choose the most appropriate action to take—returning the wallet or keeping it for themselves. The choices they make can spark further discussion on the importance of honesty and responsibility. In addition, interactive games such as simple quizzes or moral puzzles can be a fun way to test children's understanding while reinforcing the values being taught. Visualization in graphic audio e-books also plays an important role in clarifying the concept of moral values to be conveyed. Character illustrations that show clear emotional expressions, such as a happy smile after helping a friend who has fallen or a guilty face when making a mistake, can give children a concrete picture of the consequences of moral actions. This visualization not only serves as a support for the story but also helps children build positive associations with the good behaviour they want to instill. With a combination of expressive audio narration, supportive sound effects, engaging interactive features, and in-depth visual illustrations, story-based graphic audio e-books become an effective learning medium in instilling religious moral values to early childhood.

The Effectiveness of Using Story-Based Audio Graphic E-Books in Introducing Religious Moral Values in Children

Observations made during learning show that children are more enthusiastic and active in responding to the content of the e-book, especially on audio features and interactive illustrations

that attract attention. Critical analysis in the research shows that audio-graphic e-books are effective media in improving early childhood understanding of religious moral values. Quantitative analysis showed a significant increase in scores, while qualitative data reinforced these findings by revealing the experiences and perceptions of educators and parents. Theoretically, these results support the concept of interactive digital-based learning that stimulates early childhood cognitive and affective understanding. The findings also align with social constructivism theory, which emphasizes that children learn better through interaction with environments rich in visual and auditory stimulation (Mukhid, 2023). The interactive digital approach allows children to learn through direct experience and communication with adults and peers. Previous relevant research also supports these results, such as research showing that story-based digital media can increase children's engagement in the learning process and strengthen their understanding of abstract concepts.

Follow-up activities are used to support the internalization of moral values in children. Activities such as drawing a favorite scene, retelling the story in their own words, or discussing the lessons learned from the story can deepen children's understanding of the moral message conveyed. For example, after reading a story about gratitude, children can be invited to mention three things that make them feel grateful today. Through this comprehensive approach, the story-based audio graphic E-Book is not only an entertainment media but also an effective educational tool in shaping the character of early childhood. The results of the assessment of religious moral values were sampled in 10 children after using the story-based graphic audio E-Book. The assessment was carried out using a scale of 1-5 (1 = very poor, 5 = very good) based on teacher observation and child reflection.

Table 3. Assessment of Childrens Religious Moral Values

Child	Honest	Empathy	Respon sibility	Gratitude	Patient	Polite	Social	Tolerant	Obedient
A	4	5	4	3	4	5	4	3	5
B	5	4	5	4	5	4	5	5	4
C	3	4	3	4	3	4	4	4	4
D	4	4	5	5	4	5	4	4	5
E	5	5	5	5	5	5	5	5	5
F	3	3	4	3	4	4	3	3	4
G	4	4	4	4	4	5	4	4	5
H	4	3	4	3	4	4	3	4	4
I	5	4	5	5	5	5	5	5	5
J	3	3	3	3	3	4	3	3	4

Analysis of the research results shows that the use of story-based Audio Graphic E-Books significantly affects the understanding and internalization of religious moral values in early childhood. Of the various aspects measured, the value of courtesy and obedience obtained the highest score with a percentage reaching 90%, indicating that the character-based story approach is very effective in shaping children's positive behaviour. On the other hand, the values of empathy and patience recorded lower scores of 65%, indicating that children still need additional reinforcement in these aspects. This finding indicates that children tend to absorb values related to obedience and politeness more quickly but require a more explicit and reflective approach to understand more complex values, such as empathy and patience. Therefore, more stories with social conflicts that depict real situations are needed so that children can learn from the perspectives of different characters and understand the importance of patience and empathy in their social interactions. A total of 15% of children had an average score below 4.0, indicating the need for additional mentoring strategies. Children in this category require further guidance through reflective discussions after reading the story, where they can explore the moral messages contained in the story with the help of educators or parents.

This discussion can be done through open-ended questions, role play, or simple simulations to help children understand and apply moral values in daily life. The use of story-based Audio Graphic E-Books proved to be effective in increasing children's awareness of religious moral values, with an effectiveness rate of 85%. Values such as courtesy, obedience, and gratitude showed significant improvement, while aspects of empathy and patience still require more in-depth reinforcement strategies. These results provide important implications for ECD curriculum design, where the use of story-based interactive digital media can be an effective tool in building children's character from an early age. The results of descriptive statistical analysis showed that before using the story-based Graphic Audio E-Book, the average score of children's understanding of religious moral values was 56.8 (SD=10.2), which reflected limited initial understanding. After being given the intervention for 8 weeks, there was an increase in the average score to 78.4 (SD=8.7), which indicates a significant change in children's understanding of religious moral values.

This increase indicates that the use of story-based interactive digital media can increase children's engagement in learning. The Graphic Audio E-Book presents a combination of attractive visual elements, interactive audio narration, sound effects that support the atmosphere of the story, and reflective quizzes that help children understand moral values more deeply. This multisensory approach allows children to not only passively receive information but also actively participate in the learning process, which ultimately strengthens their understanding of the moral concepts taught. This significant increase in understanding also varies based on age and the level of engagement in the interactive activities provided in the e-book. Children who interacted more frequently with the reflective quiz and responsive animation features tended to show greater improvement in moral understanding, compared to children who only listened to the story without further exploration. This confirms the importance of interactivity in the digital learning process for early childhood. The use of story-based Audio Graphic E-Books not only helped improve children's cognitive understanding of religious moral values but also had an impact on affective and behavioural aspects. Some children showed changes in their daily attitudes and actions, such as being more polite in speaking, more obedient to rules, and showing more concern for peers. This study confirms the effectiveness of audio-graphic e-books as an innovative learning medium that can be used in early childhood character education and provides implications for technology-based curriculum development in early childhood education. For a more optimal implementation, support from educators and parents is needed in guiding children to make the most of the learning features, as well as the development of more diverse story content to cover a wider range of moral value aspects.

Table 4. Distribution of Scores Before and After Intervention

Variabel	N	Mean	SD	Min	Max
Pretest	100	56,8	10,2	40	75
Posttest	100	78,4	8,7	60	95

Assumption Test Results Before conducting hypothesis testing, a normality test and homogeneity test were conducted to ensure that the data met the assumptions of inferential statistical analysis. Normality Test (Shapiro-Wilk Test) showed that the pre-test (p=0.064) and post-test (p=0.078) data were normally distributed. Homogeneity Test (Levene's Test) showed that the variance between pre-test and post-test groups was homogeneous (p = 0.135). Data is normally distributed and has a homogeneous variance, so it can be continued with a paired t-test to measure the significance of changes before and after the intervention. Since the p-value is <0.05, there is a highly significant difference between the Pre-test and Post-test scores. This means that the intervention or treatment given between the pre-test and post-test had a significant impact, with an increase in the mean score from 56.8 to 78.4. Paired sample t-test yielded t = -12.83 (p < 0.001), indicating a statistically significant increase in children's understanding, as post-test scores (M = 78.4) were higher than pre-test scores (M = 56.8). The negative sign results from the pre-test minus post-test difference. This shows that the use of story-based graphic audio E-Book significantly

improves children's understanding of religious moral values. Qualitative analysis with interviews with educators showed that 90% of teachers felt that story-based audio graphic E-Books helped them teach religious moral values in a more interesting and interactive way. Interviews with parents revealed that 80% of parents reported an increase in children's positive behaviour at home, such as speaking more politely, understanding the concept of sharing more easily, and being more interested in stories with moral values. Children who receive parental support in reading and discussing stories in e-books tend to show better understanding compared to children who only rely on learning sessions at school. This supports Vygotsky's theory of the zone of proximal development, which emphasizes the importance of social interaction in the learning process (Suralaga, 2021). This study makes a new contribution to the development of digital learning methods by emphasizing the importance of collaboration between educational institutions and families in building understanding of religious moral values in early childhood.

The results of descriptive statistical analysis show that the use of story-based audio graphic E-Books has a positive impact on children's understanding of religious moral values. The average score of children's understanding before the intervention of 65.4 increased to 82.7 after the use of E-Books, showing an increase of 26.5%. In addition, the paired t-test results showed a significance value (p-value) of 0.001 (<0.05), indicating that the difference before and after the intervention was statistically significant. This indicates that this digital-based intervention contributed positively to the development of children's understanding of religious moral values. This result is in line with previous research by (Sari et al., 2022) who found that story-based interactive media can improve understanding of ethical values in early childhood. This study enriches the previous findings by adding audio-visual elements that strengthen children's involvement in learning.

From the qualitative aspect, observation of children's interaction with the E-Book shows that children are more active in understanding the concept of moral values through illustrations, audio narration, and storylines presented in this media. Interviews with educators revealed that the story-based approach helps to increase the attractiveness of learning and facilitates discussion between educators and children regarding the moral meaning contained in the story. Some educators also recognized that this E-Book provides an alternative for them to present value-based learning in a more interesting and interactive way (Rudiawan, 2021).

Data analysis from parents' feedback shows that the use of digital media contributes to family involvement in guiding children in understanding religious values. Parents reported that their children asked more questions and discussed the stories they read together, indicating that learning does not only happen at school but also continues in the home environment. Technology-based approaches can improve children's absorption of abstract material, especially moral and religious values. Children who receive parental support in reading and discussing stories in e-books tend to show better understanding compared to children who only rely on learning sessions at school. This supports Vygotsky's theory of the zone of proximal development, which emphasizes the importance of social interaction in the learning process.

This study makes a new contribution to the development of digital learning methods by emphasizing the importance of collaboration between educational institutions and families in building understanding of religious moral values in early childhood. The novelty of this research lies in the innovation in religious moral values education for early childhood through story-based Audio Graphic E-Books, which combine dynamic visuals, audio narration, sound effects, and interactivity to create a more interesting, effective, and meaningful learning experience (Maghfiroh, 2024; McPherson-Geyser et al., 2020). This approach allows children to learn in a multisensory way, where moral values are not only cognitively understood but also emotionally lived and applied in everyday life. One of the main advantages of this model is the experiential learning design (Berg et al., 2023), where the child not only reads or listens to the story but also interacts actively through story choice features, reflective quizzes, and responsive animations. With this approach, children have the freedom to explore moral values through fun and life-relevant learning experiences.

This interactive learning using graphic audio E-Books also integrates gamification elements, which are proven to increase children's motivation and engagement in learning (Kong, 2021). With challenges, rewards, and engaging interactive features, children become more enthusiastic in absorbing and applying the moral values taught. This active involvement in the learning process not only increases the attractiveness but also supports the effectiveness of internalizing religious moral values more deeply. More than just learning media, this research also contributes to the strengthening of digital literacy in early childhood, getting them used to using technology educationally and productively from an early age. This is a very important aspect, given the rapid development of technology and the need for quality digital education. Thus, this innovation in story-based Audio Graphic E-Books not only answers the challenges in teaching religious moral values for early childhood but also offers a more interactive, adaptive, and developmentally appropriate approach, making it a relevant and sustainable learning model for the digital generation.

CONCLUSION

This study concludes that the use of story-based graphic audio E-Books is significantly more effective in improving early childhood understanding of religious moral values compared to conventional methods. This approach combines visual elements, audio narration, sound effects, and interactivity, allowing children to learn multisensory, so that moral values are not only cognitively understood but also emotionally lived and applied in everyday life. This finding strengthens the hypothesis that interactive learning can overcome educational challenges in PAUD (early childhood education), such as the lack of innovative learning media, low digital literacy among educators, and the lack of interactive methods in teaching religious moral values. With features such as story choices, reflective quizzes, and responsive animations, graphic audio E-Books can increase children's engagement in the learning process, enrich teaching methods, and make abstract concepts more concrete and contextualized. As an academic implication, integrating graphic audio E-Books into the curriculum is recommended to improve learning effectiveness. Educators need to receive digital literacy training to optimally utilize this technology. In addition, policy support is needed for the provision of technological infrastructure as well as the development of digital content based on religious morals.

For further development recommendations, exploration of artificial intelligence (AI) integration in interactive E-Books can be done so that the material delivered can adjust to the level of understanding and needs of each child. In addition, the development of local wisdom-based stories is highly recommended so that the moral values taught are more relevant to the culture and environment of children. Collaboration between media developers, educators, and academics is essential to ensure the effectiveness of widespread implementation. With a holistic and sustainable approach, the use of story-based audio-graphic E-Books can be a breakthrough in character education based on religious moral values while enriching early childhood learning experiences in the digital era.

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