

Transformative Learning Media for Generation Z: Integrating Moral Values through Interactive e-Books in Islamic Education

Yumna^{1✉}, Hambali Jaili², Preexcy B. Tupas³, Nana Fauzana Azima⁴, Minsih⁵, Dina Dahliana⁶, Nadia Fransiska⁷

^{1,6,7}Faculty of Tarbiyah and Teacher Training, STAI Solok Nan Indah, Indonesia

²Faculty of Arabic Language, Universiti Islam Sultan Sharif Ali, Brunei Darussalam

³Institute of Information Technology Odiongan, Romblon State University, Philippines

⁴Faculty of Education, Universitas Negeri Padang, Indonesia

⁵Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Indonesia

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Abstract

Recent developments in educational media have neglected certain key subjects, especially Akidah Akhlak, which is an essential part of the Madrasah Ibtidaiyah curriculum. The conventional learning resources, primarily textbooks, face several challenges that lead to a decline in students' interest in reading and engaging with the material. To address this issue, a focused initiative has been undertaken to create educational media that incorporates stories rich in moral lessons, with the goal of creating a more dynamic and engaging learning atmosphere. The advanced technological skills and information literacy of Generation Z children make a strong argument for the integration of digital textbooks, specifically e-books, into their education. This research seeks to lead the way in developing innovative learning tools that encourage children to actively engage with digital books powered by information technology. Utilizing a research and development methodology, the main goal is to explore the effectiveness of interactive e-books as powerful educational tools for children. These e-books are crafted to present information in a way that is easily understood and retained by young learners, thus positively impacting their cognitive and emotional development. The impressive effectiveness of Akidah Akhlak e-books designed for 2nd-grade students in Madrasah Ibtidaiyah highlights their success in improving educational outcomes. By weaving moral values into engaging stories, these e-books not only enhance knowledge retention but also promote the growth of key character traits and ethical values. This highlights the powerful impact of interactive e-books as essential tools in contemporary education, meeting the varied learning needs and preferences of today's digitally inclined students.

Keywords: akidah akhlak, integrating moral value, interactive e-books, islamic education, transformative learning media

✉Corresponding Author:

Yumna, Faculty of Tarbiyah and Teacher Training, STAI Solok Nan Indah, Indonesia

Email: yumna1120@gmail.com

1. Introduction

Incorporating technology into Islamic Religious Education can greatly improve the effectiveness and attractiveness of the learning experience. By employing innovative educational tools like children's story e-books,

educators can create more interactive and engaging learning environments (Ramadhani & Muhtadi, 2018); (Ngaini & Mukhlisina, 2023). These e-books enhance the appeal and accessibility of learning resources for students, making it easier for them to grasp the content effectively (Solikhah et al., 2023).

This article seeks to examine the advantages of incorporating technology into Akidah Akhlak education, with a particular emphasis on the creation and use of interactive e-books tailored to improve Madrasah Ibtidaiyah students' grasp and practice of Islamic ethical principles.

From an Islamic viewpoint, the use of technology in education is strongly supported, as long as it adheres to principles of virtue and offers positive benefits (Dahlia et al., 2024). For example, children's story e-books provide an engaging and interactive way to impart Akidah Akhlak values. This method not only deepens students' comprehension of these principles but also aligns with religious teachings. E-books serve to enhance foundational worship practices, fostering both spiritual growth and educational advancement (Jalal, 2022). Integrating technology in this setting not only strengthens religious education but also creates a more engaging learning atmosphere, contributing to students' academic progress and personal development.

Learning media aims to facilitate the teacher in delivering material to students (Saputri et al., 2020). Educational application development as an important stage in the development of learning media (Sulistyanto et al., 2022, 2023; Winarti et al., 2024). Effective learning media need not incur significant expenses; they can be sourced from readily available resources. (Nasution et al., 2024). The impact of educational media on improving students' learning outcomes has been a major area of focus in (Munir et al., 2022). Instructional media impacts not only students' learning outcomes but also contributes to crafting effective and efficient learning experiences, particularly within the Akidah Akhlak curriculum (Junaidi, 2019). The Akidah Akhlak course (Tambunan et al., 2022) seeks to strengthen and develop students' faith, reflected in their commendable

behavior, by providing and promoting knowledge, deepening their understanding of Islamic beliefs and morals, and encouraging practical experiences in living out Islamic faith and ethics (Susiba, 2020). The comprehension of the curriculum content in the Akidah Akhlak subject (Pawelay et al., 2024) remains primarily centered on normative theological aspects. This suggests that the curriculum for this subject is somewhat stagnant and has yet to embrace further innovation. The instructional approaches in Akidah Akhlak frequently focus solely on recognizing Islamic values. Consequently, new strategies are required to tackle this issue and offer solutions to ensure the curriculum provides a well-rounded understanding for all students. This understanding, based on the recognition of individuals as being faithful and compliant with religious norms, serves as an incentive for ongoing self-improvement and promotes maintaining an open-minded attitude (Zulianah & Zulianah, 2021).

However, traditional teaching materials typically utilized for this subject often do not effectively engage students or spark their enthusiasm for learning (Bus et al., 2014). Therefore, innovations in Akidah Akhlak education focus on creating engaging instructional materials (Murni et al., 2023), like embedding moral lessons within children's storybooks. Currently, there is a lack of children's storybooks that effectively align with the goals of teaching Akidah Akhlak values, and those available do not completely match the required learning materials. Additionally, teachers often face challenges in conveying moral values to students when relying on traditional teaching tools (Azizah, Asih et al., 2010). Additionally, many existing children's stories are not well-suited to students' levels of moral development and understanding and often lack the appropriate Islamic context. This highlights the necessity for storybooks

specifically created for Akidah Akhlak education. Current Islamic storybooks are sometimes seen as dull and unattractive to students because they do not correspond with their developmental stages and interests. This issue occurs because the storybooks employed by educators in Akidah Akhlak classes are not tailored specifically for that educational purpose.

The development of children's storybooks for Akidah Akhlak learning has been previously undertaken by several studies such as (Fitria et al., 2020) and (Kurniawati, 2015), with titles created by the researchers themselves. A key advancement in this research is the shift from traditional printed storybooks to digital formats. Innovations in educational media are now focused not only on enhancing visual appeal. (Axell & Boström, 2021) but also at facilitating students' understanding and interpretation of the messages conveyed in the context of Akidah Akhlak learning. This approach complements the interactive nature of e-books, where the appropriate digital application procedures and design stages foster direct engagement between the child, as the reader, and the storybook they interact with (Fakhrani Arpin & Hayati Mohamad Yatim, 2021)(Mohammad Farid Naufal & Selvia Ferdiana Kusuma, 2016)

Children's storybooks act as an appealing learning tool for Madrasah Ibtidaiyah students. These stories are crafted with plots and language that connect with children's experiences and imaginations (Wienike Dinar Pratiwi, Dian Hartati, Sutri3, 2023), and cognitive levels. The variety of colors and images in these stories truly captivates students' attention (Suprpto, 2021). Likewise, in the Akidah Akhlak subject at Madrasah Ibtidaiyah, teachers often use children's storybooks as a medium for conveying Akidah Akhlak lessons. Teaching Akidah Akhlak through children's storybooks is considered effective

because stories help students grasp and retain the moral values embedded within them.

To tackle this challenge, it is essential to develop children's storybooks that seamlessly incorporate Akidah Akhlak, ensuring they align with the Akidah Akhlak curriculum in Madrasah Ibtidaiyah. To make the learning process more enjoyable, these storybooks should feature contemporary storylines that resonate with the tech-savvy characteristics of Generation Z children. (Sari & Nazib, 2022). This approach allows children to absorb and actively engage with information through digital technology, leading to the creation of e-books for children's stories. To make these stories more engaging and relevant to the technological advancements that shape students' lives today, the storybooks are developed as interactive digital e-books. (Lutfiputri, 2022). These interactive e-books, featuring character-based children's stories for Akidah Akhlak learning, will support parents and teachers in instilling Akidah Akhlak values in children. The content will weave Akidah Akhlak teachings into engaging stories that are grounded in the principles of the Al-Qur'an and Sunnah.

Incorporating technology, especially through interactive e-books, brings significant advantages to Akidah Akhlak education. These include making learning more engaging and accessible, deepening students' comprehension of moral values, and fostering their spiritual and academic development. This article will delve into the advantages of developing and implementing e-books tailored for Akidah Akhlak education. It will examine the existing gaps in instructional media, suggest innovative approaches to make learning more engaging and relevant for Generation Z students, and offer insights on how these digital tools can effectively reinforce Islamic teachings within a dynamic educational setting.

2. Method

This study employs the Borg and Gall research and development method (Gustiani, 2019; Mutiasih et al., 2021), with adaptations made to suit the creation and development of children's story e-books. The process starts with crafting a comprehensive story script, followed by creating illustrations for each page to boost visual appeal. To enhance the story, videos are produced, and quizzes are crafted using the Quizizz application to reinforce the learning experience. The concluding steps involve arranging the story script, videos, and quizzes, adding action prompts and page numbers, and creating a table of contents, a foreword, and user instructions. The process also includes designing the cover and publishing the e-book as a Flipping Book PDF Professional. This structured approach guarantees that the e-book is both educationally effective and captivating for the intended audience.

The overall research process involves several critical stages: beginning with a preliminary study that includes literature reviews, school surveys, and drafting e-book design manuscripts. The development phase focuses on obtaining expert validation to ensure the e-book's content accuracy and educational effectiveness, followed by practicality testing according to specific evaluation criteria (Ayu Febrianti Akbar, 2021) (Azis et al., 2022). To assess the effectiveness of the e-book, a "normal-gain" approach is applied (Guntara, 2021; Wahab et al., 2021), focusing on improvements in students' understanding of Akidah Akhlak before and after using the e-book. Data collection methods encompass observations, questionnaires, and interviews, with the gathered information being analyzed through both qualitative descriptive and quantitative approaches to provide descriptive statistical insights (Munifah et al., 2019).

Evaluating learning in Akidah Akhlak should involve a comprehensive approach that includes cognitive, affective, and psychomotor dimensions. Cognitive assessments might consist of written exams, project work, or oral tests that measure students' grasp of essential concepts like Tawhid, worship practices, and moral character. These assessments aim to assess students' abilities to analyze, synthesize, and critically evaluate information related to Akidah and Akhlak (Yunianto & Nuryanta, 2020). Affective evaluation centers on assessing students' attitudes, values, and emotional reactions, typically measured through classroom participation, group projects, and reflective journaling. These approaches help uncover how students internalize and express their grasp of moral values. Psychomotor assessments, on the other hand, involve practical demonstrations of skills such as performing prayers or giving charity, as well as observing how students display moral behavior in real-life scenarios.

While existing research frequently focuses on cognitive assessment, it is crucial to address all three dimensions—cognitive, affective, and psychomotor (Syafi'i et al., 2022)—to ensure a thorough and balanced evaluation. By integrating these dimensions, educators can promote the holistic development of students, encompassing their understanding, attitudes, and skills related to Akidah and Akhlak. This approach aligns with the objectives of Islamic education, enhancing not only academic achievement but also character development and the practical application of Islamic principles in everyday life.

An observation was conducted involving 80 second-grade students from four different Madrasah Ibtidaiyah to assess the effectiveness of using storybooks and interactive e-books in Akidah Akhlak

education. Cognitive assessment focused on evaluating the students' comprehension of Akidah Akhlak concepts before and after engaging with the "*Kampung Warna*" e-book. The findings revealed a marked improvement in pre-test and post-test scores across all participating schools. Affective assessment was evident in the students' enthusiasm for the e-book, suggesting that digital media can boost their interest and involvement in learning. Psychomotor assessment was observed through the students' interactions with the e-book's interactive features and graphics, which not only enhanced their comprehension but also improved their fine motor skills. Additionally, the validity and practicality tests confirm that the e-book is well-aligned with the Akidah Akhlak

curriculum and effectively supports the learning process.

The research included a survey and a trial involving 80 second-grade students from four different Madrasah Ibtidaiyah. Participants were chosen through purposive sampling to ensure a representative sample from various schools at the same educational level. Each school provided a sample of 20 students, selected according to general criteria such as age, grade level, and similar academic performance. This selection was designed to offer a well-rounded perspective on the influence of storybooks and interactive e-books on Akidah Akhlak education. The chosen students shared common characteristics that were representative of their age group and educational stage.

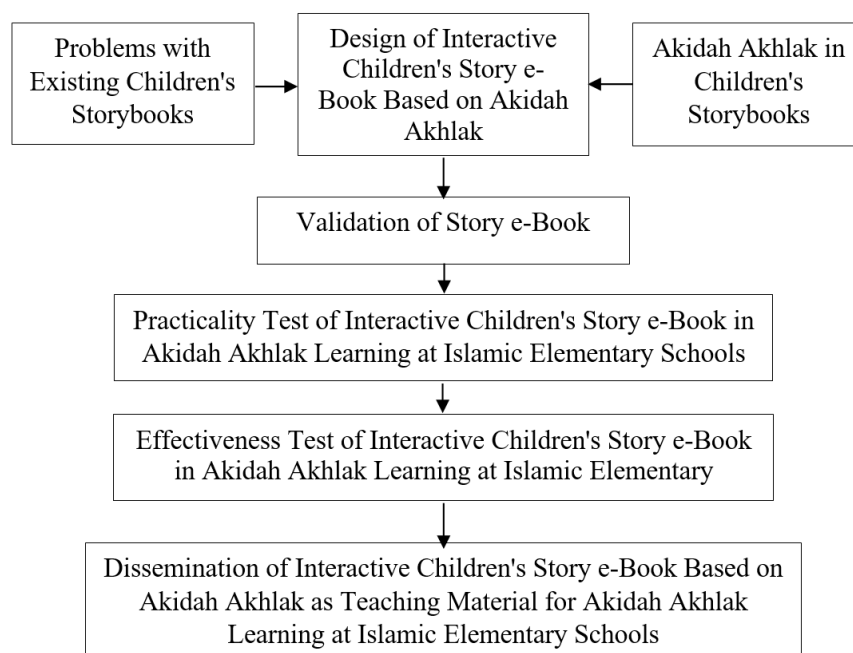


Figure 1. Flowchart of Interactive Children's Story e-Book Development Research

3. Result and Discussion

Observations carried out across four Madrasah Ibtidaiyah, encompassing 80 second-grade students, reveal important insights into the use of storybooks and interactive e-

books in Akidah Akhlak education. The findings suggest that most students have limited experience with using gadgets for educational activities, pointing to a possible underutilization of digital tools in learning. Nevertheless, when students are introduced

to e-book stories for Akidah Akhlak, they display notable enthusiasm, underscoring the potential of digital media to captivate young learners. This aligns with findings from (Solikhah et al., 2023), which indicate that providing students with e-book reading materials leads to a noticeable improvement in their reading interest (Mohammad Farid Naufal & Selvia Ferdiana Kusuma, 2016).

Teachers have noted a tendency to underuse storybooks and interactive e-books in Akidah Akhlak instruction, even though digital technology is widely embraced in other areas of education (Chen et al., 2003). This highlights the importance of raising awareness and motivating educators to incorporate innovative learning tools into their teaching methods. Teachers' interest and enthusiasm play a crucial role in promoting the use of e-books that align with research goals.

The development of "*Kampung Warna*" as an interactive illustrated e-book designed for elementary students demonstrates a thoughtful integration of language and visual components to boost engagement. Recognizing that children are naturally drawn to visually appealing content, this approach underscores the value of including artistic features in educational resources (Ayu Febrianti Akbar, 2021). Adapting e-books to align with students' language abilities demonstrates a proactive approach to tailoring educational content to meet students' needs and interests, particularly in the context of Akidah Akhlak education.

These findings underscore the significant potential of interactive e-books as effective tools for teaching Akidah Akhlak, emphasizing the need to address both students'

and teachers' attitudes toward digital learning resources. Combining conventional teaching approaches with cutting-edge digital tools offers educators the chance to craft more compelling and effective learning experiences in Islamic Religious Education. Embracing technology in the classroom should be viewed as a way to enrich teaching methods and actively involve students in their educational journey. (Mdhlalose & Mlambo, 2023).

Utilizing interactive e-books allows educators to deliver educational content in an engaging manner that resonates with the tech-savvy nature of modern students. Additionally, these e-books can break down traditional obstacles like geographic boundaries and scheduling conflicts, thereby broadening access to educational resources. This approach supports a student-focused learning environment and caters to a variety of learning needs, especially within the MI context..

In summary, incorporating interactive e-books into Akidah Akhlak education not only improves teaching strategies but also promotes a more inclusive and accessible learning environment. This approach allows educators to seamlessly blend traditional and digital learning models, ensuring that Islamic education stays relevant and engaging for all students.



Figure 2. *Kampung Warna* Interactive e-Book of Children’s Story Display

Figure 2 showcases multiple perspectives of the *Kampung Warna* e-book, highlighting its user interface and content. Point a illustrates the opening screen of the e-book, which acts as the gateway for users. This screen usually displays the book’s cover along with introductory features, establishing the tone for the reader's journey. Point b reveals the e-book's guide, which includes the table of contents and navigation tools. This section is designed to help users effortlessly access various chapters or sections, thereby improving the usability and overall reading experience.

Point c features an excerpt from the story, focusing on a page that illustrates Bani's daily activities in the village’s rice fields. The visuals in this e-book are reminiscent of those seen in children's animations, comics, and cartoons, utilizing vibrant colors and lively illustrations. This artistic approach

is intended to captivate young readers by offering a familiar and attractive aesthetic, thereby enhancing their comprehension and memory of the story’s content. Overall, the design is crafted to deliver an engaging and enjoyable learning experience for children.

The synopsis explores the compelling story of a young protagonist, Bani, whose life takes place in the picturesque village of *Kampung Warna*, celebrated for its serene beauty and prosperous farming traditions. Although Bani hails from a wealthy family, he remains grounded and unpretentious, displaying genuine humility in his actions. His strong bond with the land is clear through his hands-on participation in farming and livestock care, reflecting not only his hardworking character but also his deep appreciation for the village's agricultural roots.

What truly sets Bani apart is not his wealth, but his genuine warmth and selflessness toward his fellow villagers. Renowned

for his friendliness and willingness to help, Bani is admired and respected by everyone who knows him. His interactions are marked by kindness, generosity, and a deep care for

others, making him a cherished member of the community.

Table 1. Results of Validity Test of Storybooks

Aspect	Score	Notes
Language	95	Some sentences are overly lengthy, and certain terms are too complex to easily grasp.
Graphics	90	The illustrations on pages 7 and 9 contain inaccuracies, and the color scheme on page 12 is overly bold.
Content	95	Overall, it is well-aligned with the Grade 2 Akidah Akhlak curriculum at Islamic Elementary Schools. Adding relevant Al Qur'an verses or Hadith could further strengthen its impact.

Table 2. Results of Practicality Test of Storybooks

Aspect	Rates by teacher	Rates by students
Language	97,5	93
Illustration	90,5	
Letter and graphic	93,75	
Accuracy of the content presented	96,25	
Make it easier for educators to instill Akidah Akhlak	97,5	
Easy to understand language		87,5
Interested display		92
The content of the story is interesting and easy to understand		94
Increase enthusiasm for learning		88,6
Makes it easier to understand Akidah Akhlak		87,5
Easy to understand language		87,5
Average	95,71	94,75

The development of the storybook "*Kampung Warna*" serves as a tribute to the rich and diverse life in the village, providing elementary school students with an engaging exploration of its lively culture. Through vivid illustrations and accessible language, young readers are transported to In *Kampung Warna*, readers follow Bani's journey through vibrant green fields and lively markets. The story effortlessly weaves in moral lessons and ethical teachings, providing meaningful reflections on integrity, kindness, and the importance of community.

As children journey alongside Bani in this story, they not only experience the delights and trials of rural living but also learn

important lessons in compassion, perseverance, and the strength found in togetherness. Bani's adventures help them to recognize the enduring wisdom of traditional values. the enduring beauty of a harmonious life with nature and one another. Ultimately, "*Kampung Warna*" transcends being just a storybook, emerging as a beacon of inspiration and enlightenment for young minds eager to explore the limitless possibilities of the human spirit.

As outlined in Table 1, the validity test results for the storybooks show a strong performance in three key areas: language, graphics, and content. The language aspect achieved a score of 95, although some feedback pointed out the length of certain

sentences and the use of complex terminology. This indicates that, while the language is largely suitable, there is potential to enhance clarity and make the content more accessible to all readers. The visuals were rated 90, with specific critiques pointing out errors in the illustrations on pages 7 and 9, along with overly intense color schemes on page 12. Although these minor visual issues were noted, the content received an impressive score of 95, reflecting a strong correlation with the Grade 2 Akidah Akhlak curriculum in Islamic Elementary Schools. Additionally, it was recommended that including pertinent verses from the Al Qur'an or Hadith could further enrich the material.

Table 2 reveals that both teachers and students consider the storybooks to be highly practical for classroom use. Teachers gave the language aspect a score of 97.5, showing strong approval of the book's language, despite earlier mentioned concerns. The illustrations received a score of 90.5, while the accuracy of the content was rated at an impressive 96.25. Importantly, teachers rated the storybooks at 97.5 for their usefulness in teaching Akidah Akhlak, highlighting the material's effectiveness in supporting educational objectives. The practicality from the teachers' perspective averaged to an impressive 95.71.

According to the students' feedback, the practicality test produced excellent results, with an average score of 94.75. The language used in the storybooks received a score of 93, while the display and content were deemed engaging and easy to comprehend, scoring 92 and 94, respectively. The storybooks were found to significantly boost learning enthusiasm, receiving a score of 88.6, and they also facilitated students' understanding of Akidah Akhlak, earning a score of 87.5. These impressive ratings from both teachers and students indicate that the storybooks are

not only content- and presentation-wise valid but also highly practical and effective tools for teaching Akidah Akhlak in the classroom.

The validation process of interactive e-books for children's stories could be in content and media (Saripudin, 2021) (Gunawan et al., 2023). Especially when focusing on their visual design, it is crucial to ensure that the graphics are appropriate for use as a learning tool. This process involves evaluating the visual components of the e-book aimed at children. Expert validators conduct the visual assessment, with the criteria varying based on the specific parameters each validator considers. However, a notable example in the visual aspect is the synchronization of visual understanding aspects with children's verbal abilities (Riza Kurnia Krismayanti et al., 2022) designed in the storybook. This step is crucial when utilizing books as educational tools. Experts in the field of instructional design are instrumental in the validation process, offering important feedback on the quality and appropriateness of the e-book content. After careful evaluation, it was determined that the interactive e-book "*Kampung Warna*" needed minor adjustments, especially in addressing inaccuracies in illustrations and color combinations that might interfere with the learning process. Despite these issues, the language used in the children's story instrument is deemed appropriate for its intended purpose, effectively aligning with the Akidah Akhlak curriculum for Grade 2 students in Madrasah Ibtidaiyah located in Solok, Bukittinggi, Padang, and Solok Regency.

Furthermore, the practicality of the e-book is assessed by applying criteria that have been refined according to feedback from both students and teachers, gathered through surveys distributed to these groups

(Reni Gustiawati, Darnis Arief, 2024). A survey was administered to Grade 2 teachers to evaluate the practicality of the interactive e-book "*Kampung Warna*" in supporting Akidah Akhlak instruction and boosting student participation. The results revealed a strong interest and satisfaction with the e-book, with particular appreciation for its vibrant visuals, high-quality illustrations, and captivating content. The favorable feedback from both teachers and students suggests that interactive e-books hold promise as effective tools for teaching Akidah Akhlak.

Additionally, the integration of storybooks in Akidah Akhlak education is designed to assess the impact of e-books by analyzing learning evaluation data from 80 students across four Madrasah Ibtidaiyah in West Sumatra. The effectiveness of these storybooks is evaluated by comparing the learning outcomes both with and without the use of e-books, employing the normal gain theory to gauge their success (Wahab et al., 2021). Evaluations through pre-test and post-test assessments were carried out to measure the understanding of moral principles before and after the "*Kampung Warna*" e-book intervention. The comparison of evaluation results showed a marked improvement in students' comprehension of Akidah Akhlak concepts following the intervention, indicating that the "*Kampung Warna*" children's e-book is an effective tool for teaching Akidah Akhlak. Data analysis, which included a test covering topics such as gratitude, humility, proper sneezing etiquette, and yawning etiquette, underscores the positive effect of the "*Kampung Warna*" story e-book on student learning outcomes.

The introduction of *Kampung Warna* in the four mentioned MIN schools—MIN 3 Padang, MIN 2 Solok, MIN Bukittinggi, and

MIN Kota Solok—marks a significant and innovative advancement in Islamic Religious Education. *Kampung Warna* goes beyond being a simple story; it serves as a valuable educational tool aimed at deepening students' understanding of Akidah (creed) and Akhlak (morality). By incorporating the interactive e-book "*Kampung Warna*" into the Islamic Religious Education curriculum, students in these schools are encouraged to engage with moral values in everyday contexts, guided by Islamic principles. The e-book "*Kampung Warna*" has been utilized in Akidah Akhlak classes for some time to teach moral values in a dynamic and interactive way. Students engage daily with the e-book, reading stories enriched with animations and short quizzes that help reinforce their grasp of moral concepts. This activity is seamlessly incorporated into the lesson plan, followed by post-reading discussions where students share their perspectives and participate in conversations about the moral values presented.

The goal of the learning process is to foster engaging and meaningful experiences for students (Nyika & Mwema, 2020). By leveraging interactive technology, such as clear visualizations and inspiring narratives, this e-book deepens understanding of religion while fostering values of leadership, cooperation, and social responsibility. Each school contributes to tailoring the curriculum to reflect local needs and cultural contexts (SQUIRE, 2003), allowing students to see the relevance and practical application of Islamic teachings in their everyday lives. By adopting this approach, the *Kampung Warna* initiative is anticipated to play a positive role in shaping students' character and equipping them to meet global challenges with a solid and enduring foundation of values.

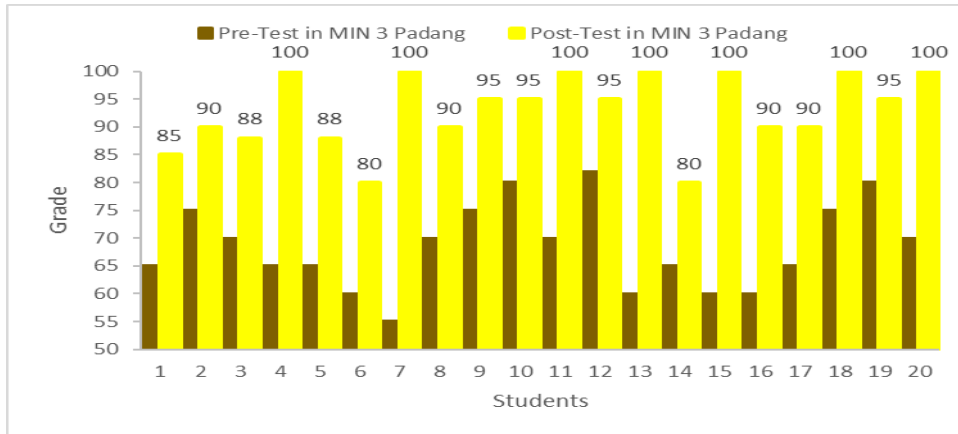


Figure 3. Pre-Test and Post-Test in MIN 3 Padang

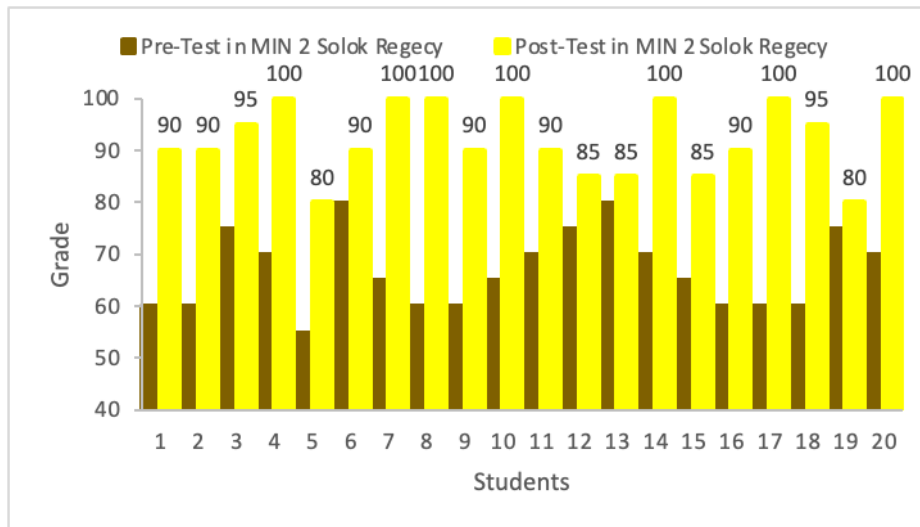


Figure 4. Pre-Test and Post-Test in MIN 2 Solok Regency

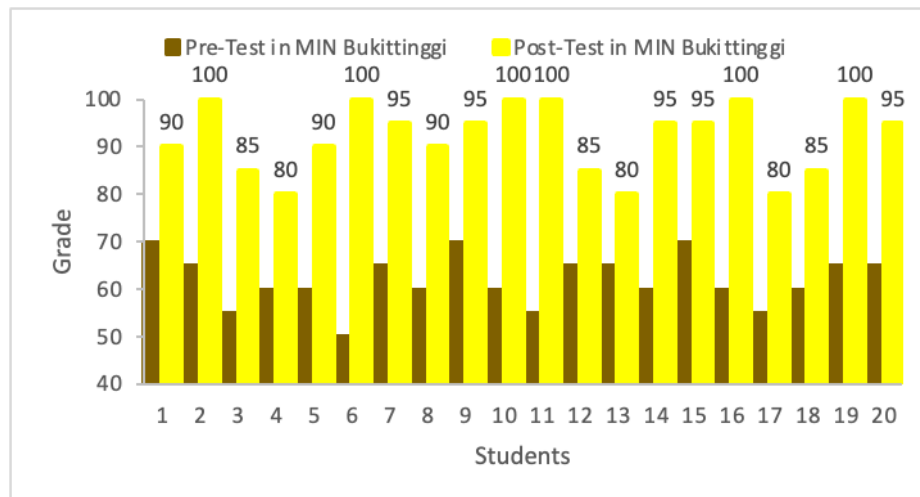


Figure 5. Pre-Test and Post-Test in MIN Bukittinggi

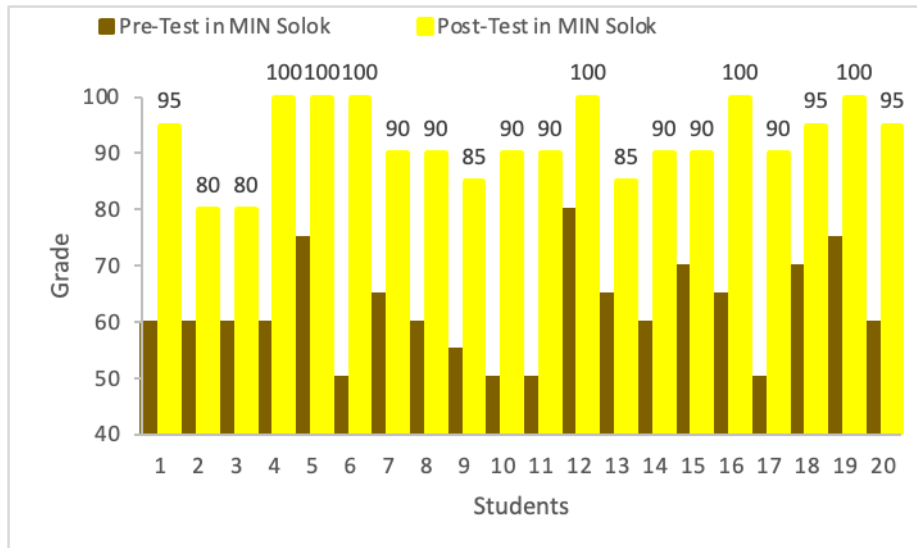


Figure 6. Pre-Test and Post-Test in MIN Solok

The data illustrated in Figures 3 through 6 show a marked improvement in students' Akidah Akhlak scores from pre-test to post-test across all Madrasah Ibtidaiyah Negeri (MIN) schools. The average pre-test scores were consistently lower than the post-test scores, highlighting the effectiveness of the educational intervention. For example, at MIN 3 Kota Padang, the average score increased from 68.35 in the pre-test to 93.05 in the post-test. Likewise, MIN 2 Solok saw an improvement from 66.75 to 92.25, MIN Bukittinggi increased from 61.75 to 92, and MIN Solok rose from 62 to 92.25. These outcomes demonstrate that the use of interactive e-books significantly boosted students' comprehension of Akidah Akhlak.

The variation in pre-test scores across the different schools indicates some initial disparities in students' baseline knowledge, with MIN Bukittinggi showing the lowest pre-test average. Nonetheless, the uniform improvement observed in all schools demonstrates that the intervention was generally effective. These differences in starting scores do not undermine the overall success of the e-books; instead, they highlight the e-books' ability to enhance learning outcomes regardless of students' initial levels.

Besides the traditional "pre-test before the class" and "post-test after the class" methods, there is an alternative approach known as the "post-then-pre test design" or "retrospective pre-test/post-test." In this design, learners first complete a post-test by reporting their current behaviors and then retrospectively assess their perception of those same behaviors before the course, which serves as the pre-test. Some educators argue that measuring learners' perceived improvement using the same reference point as the post-test offers a more precise assessment. This approach is believed to provide a more accurate measurement because it evaluates perceived performance gains within the same context, thereby minimizing potential biases or inaccuracies often associated with traditional pre-test methods (Malik & Alam, 2019).

A paired sample t-test is employed to evaluate the significance of the difference between pre-test and post-test results. This statistical method assesses whether there is a meaningful difference between two related sets of data, specifically the pre-test and post-test scores of the same group of students. The analysis of the paired sample t-test results reveals a significant difference between the

pre-test and post-test scores of students at MIN 3 Padang, MIN 2 Solok, MIN Bukittinggi, and MIN Solok City. According to the null hypothesis (H0), which posits that there is no significant difference between the two data groups, and the alternative hypothesis (H1), which asserts that a significant difference exists, the criteria for acceptance are as follows: H0 is accepted if the calculated T-value (T calculated) is less than the critical T-value (T critical), and H1 is accepted if the calculated T-value exceeds the critical T-value. (Doni et al., 2023).

Table 3. Independent Paired Sample T-Test Hypothesis for Pre and Post Evaluation (Doni et al., 2023) (Nuryadi et al., 2017)

H ₀	H ₁
There is no significant difference between pre-test and post test	There is a significant difference between pre-test and post test

In this scenario, the critical T value is 1.729. The analysis reveals that the calculated T values for each school are 10.59 for MIN 3 Padang, 10.86 for MIN 2 Solok, 14.44 for MIN Bukittinggi, and 12.00 for MIN Kota Solok. Since all the calculated T values exceed the critical T value, the alternative hypothesis (H1) is accepted. The acceptance of the alternative hypothesis (H1) suggests a significant difference between the pre-test and post-test scores of students across the four schools. This indicates that the "Kampung Warna" story e-book intervention in Akidah Akhlak lessons has significantly improved student performance. In other words, the use of this e-book has effectively enhanced the understanding and learning outcomes of students at MIN 3 Padang, MIN 2 Solok, MIN Bukittinggi, and MIN Kota Solok. This finding is crucial for the future advancement of technology-based learning methods.

Table 4. Independent Paired sample T-test

Students evaluation	T calculated	T critical	Sig
MIN 3 Padang	10.59	1.729	0.05
MIN 2 Solok	10.86	1.729	0.05
MIN Bukittinggi	14.44	1.729	0.05
MIN Solok City	12	1.729	0.05

The interactive e-book for children's stories, as a type of interactive learning media, presents information about specific situations within the narrative, delivering lessons that children can easily understand and internalize (Vaahtoranta et al., 2019). The more captivating a storybook is, the more deeply a child becomes immersed in its narrative, which in turn has a direct impact on the child's mental and emotional state.. (Brophy-herb et al., 2020). It's common for children to emulate characters from popular stories in their everyday lives. The key to creating educational children's storybooks lies in capturing children's interest through engaging visuals, well-crafted text, and compelling storylines in interactive e-books. Children's stories in the form of printed books follow the tendency of children to read in printed story books (Danaei et al., 2020). The "Kampung Warna" interactive e-book for children's stories has successfully undergone validation by experts, focusing on both linguistic and graphic elements. Children are particularly drawn to the visuals in the interactive e-book, and the higher the quality of the graphics, the more engaged and effective their learning becomes (Retnowati et al., 2018). Following this, a practicality test was conducted based on feedback from educators and students through questionnaires. The results indicate that the storybook meets the requirements for Islamic Religious Education in Islamic elementary schools, both in terms of language

and usability for young readers. Minor adjustments to the imagery were suggested to further enhance the reading experience and comprehension for elementary students..

The successful development of storybooks centered on Akidah Akhlak as a teaching resource for 2nd grade students in Madrasah Ibtidaiyah aligns well with the curriculum for that subject. The effectiveness of utilizing an interactive e-book for children's stories in the learning process is clearly demonstrated by the significant difference observed between pre-test and post-test evaluation results. This difference in learning outcomes is further supported by a 42.76% improvement in student evaluations, with the approach being classified as highly effective, reflected by a normal gain value of 78.42%. The normal-gain method is utilized as part of the effectiveness assessment (Guntara, 2021; Wahab et al., 2021) by offering a significance measure for the results when comparing evaluations conducted with and without the use of newsbooks in the learning process.

Table 5. Normal Gain Effectiveness
(Wahab et al., 2021) (Yonanda et al., 2023)

Average Grade	Effectivity category
$X > 70$	High
$30 \leq X \leq 70$	Moderate
$0 \leq X \leq 30$	Low
$X < 0$	Fail

The improvement in Akidah Akhlak learning outcomes following the implementation of the "*Kampung Warna*" e-book storybook represents a major step forward in enhancing the understanding of Akidah Akhlak education among second-grade students in Madrasah Ibtidaiyah (Islamic Elementary School). The incorporation of interactive e-books has transformed traditional teaching methods, creating a more engaging and immersive

learning experience. By utilizing vivid illustrations, interactive features, and compelling stories within the e-book, students are introduced to theoretical concepts while being encouraged to actively engage and absorb moral values. The evaluation reveals a significant enhancement in students' comprehension and retention of Akidah Akhlak principles, as demonstrated by their improved performance in pre- and post-tests, increased classroom participation, and heightened enthusiasm for the subject. Furthermore, the e-book's wide accessibility and flexibility accommodate a variety of learning styles and preferences, providing each student with the chance to benefit from an enhanced educational experience. As a result, the introduction of the "*Kampung Warna*" e-book storybook marks a significant advancement in Akidah Akhlak education, ushering in a new era of interactive and impactful teaching methods that align with the needs and goals of contemporary learners.

This study demonstrates that the e-storybook, as an innovative learning medium, has effectively enhanced Akidah Akhlak learning outcomes for second-grade students at Madrasah Ibtidaiyah. Through the integration of technology in education, the "*Kampung Warna*" e-book has effectively cultivated a more dynamic and interactive learning atmosphere for students. The research findings demonstrate that this e-book has greatly improved students' comprehension of Akidah Akhlak concepts. Elements like vivid illustrations, interactive features, and compelling narratives have enhanced the learning experience and actively encouraged student participation in the educational process (Primamukti & Farozin, 2018). Moreover, the e-book excels in its broad accessibility and adaptability, enabling students to tailor their learning

experience to fit their individual styles and preferences. Consequently, these results confirm that e-storybooks hold significant promise as powerful educational tools for improving student learning outcomes at various levels of education.

The interactive e-book "*Kampung Warna*" has significantly enhanced student comprehension and participation, thanks to its engaging and dynamic design. Features like animations and interactive components successfully draw students in, promoting active involvement in the learning process. Assessments conducted before and after the intervention reveal a substantial rise in student scores after using the e-book, underscoring its positive impact on their understanding of Akidah Akhlak. The initial pre-test scores reflect the students' starting knowledge level, while the much higher post-test scores affirm the e-book's effectiveness in improving their learning outcomes.

The validation process for "*Kampung Warna*" involved thorough assessments of both language and visual elements to guarantee clarity and student engagement. Linguistic validation ensured that the text was suitable for the students' understanding, while graphic validation evaluated the appropriateness of the illustrations and animations for the intended age group. Teacher feedback was incorporated to align the content with curriculum objectives, and student responses were used to refine the design. The outcomes of the validation, including specific criteria and subsequent enhancements, can be clearly presented using tables or charts.

The success of the "*Kampung Warna*" initiative was analyzed using the paired t-test and the normalized gain method. The paired t-test was employed to determine the statistical significance by contrasting scores from the pre-test and post-test, whereas the

normalized gain method gauged the level of improvement in relation to the maximum possible gains. Metrics such as average scores, percentage increases, and p-values were utilized to offer solid evidence of the e-book's impact on enhancing student learning outcomes.

Future studies should aim to integrate affective and psychomotor assessments with cognitive evaluations to offer a more complete picture of student growth. This could involve creating instruments to assess students' attitudes and emotional reactions, such as reflective journals and peer feedback mechanisms. Psychomotor evaluations can be conducted by incorporating real-life situations and role-playing exercises to assess how students apply the moral values they have learned. This method ensures a comprehensive assessment and deepens the understanding of Akidah Akhlak principles.

Incorporating "*Kampung Warna*" into Akidah Akhlak education has shown promising results in improving teaching methods at Madrasah Ibtidaiyah. Educators gain access to a tool that complements curriculum goals and enhances classroom instruction with its interactive elements. Students benefit from a more captivating learning experience, which is reflected in their higher test scores. This e-book not only deepens comprehension of Akidah Akhlak concepts but also cultivates a more vibrant and interactive learning atmosphere, ultimately enhancing both teaching effectiveness and student achievement.

4. Conclusion

Interactive story e-books for children are a pioneering advancement in Akidah Akhlak education at Madrasah Ibtidaiyah, gaining attention for their use of technology as a core component of the learning process. This approach resonates with the tech-savvy nature

of the current generation of students. By utilizing interactive story e-books like "*Kampung Warna*," the main objective is to blend character education with the reinforcement of fundamental Akidah Akhlak principles.

The development process utilized research and development methodologies, including steps for testing validity, practicality, and effectiveness, to ensure that the e-books align with the research goals. Findings from the research show that these interactive children's story e-books conform to established criteria. "*Kampung Warna*" has been validated by experts as a suitable learning tool, deemed practical for educational use based on positive feedback from both teachers and students, and proven effective in improving student comprehension as evidenced by learning assessment outcomes.

This method enhances both the engagement and effectiveness of learning. By combining character education and Akidah Akhlak teachings with contemporary and appealing technology, interactive e-book stories like "*Kampung Warna*" offer a comprehensive learning experience designed to meet the needs of today's digital-savvy students. It also provides opportunities to utilize technology in ways that support educational goals, fostering students who are not only academically proficient but also strong in character and moral values. Consequently, interactive e-books for children are instrumental in enriching Akidah Akhlak education at Madrasah Ibtidaiyah, helping students develop into well-rounded individuals in an increasingly digital world.

To enhance future evaluations of e-book storybooks, it is recommended to include assessments that address both emotional (affective) and physical (psychomotor) aspects. Affective evaluation might involve

using surveys or interviews to understand students' emotional reactions and attitudes toward the story. Meanwhile, psychomotor evaluation could entail engaging students in practical activities or role-playing exercises to observe how they apply the moral lessons learned from the e-book. Incorporating these elements alongside conventional cognitive assessments would provide a more thorough understanding of the e-book's influence on moral growth and behavioral changes, ensuring a well-rounded measure of learning outcomes.

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