CHAPTER IV
RESULTS AND DISCUSSION

This section discusses the research findings and results from the data collection process. The aim of this study is to create a bilingual picture book that incorporates moral values and supports English language learning for fifth-grade students. Data was collected through the distribution of questionnaires to students, English teachers, and relevant stakeholders. Subsequently, quantitative analysis was conducted to evaluate whether the product is feasible and effective. This chapter provides a comprehensive explanation of the research findings and the respondents' responses to various elements, including content, language, and translation, character values, and design. Additionally, these findings are compared with previous research and relevant theories to support the interpretation and meaning of the results.

4.1 Results

4.1.1 Research and Information Collection

During this phase, the author gathered data via literature reviews and interviews to confirm that the developed product met the requirements of the target group, specifically primary school students with English proficiency at CEFR level A2. The literature review involved examining relevant texts like *Akhlaq lil Banin*, bilingual children's books, and research journals pertaining to storytelling's role in moral and language education. The writer additionally mentioned the Common European Framework of Reference for Languages (CEFR) criteria to modify the language difficulty level in the narratives.

In addition, the author took the next step in this research by conducting in-depth interviews. These interviews were conducted with three English teachers at SD Islam Al Azhar 14 Semarang, who teach at different grade levels, namely Grade 1, Grade 3, and Grade 5 and the Vice Principal who is responsible for the curriculum at SD Islam Al-Azhar 14 Semarang. The purpose of these interviews was to gather information and gain insight into the feasibility of developing a book aimed at elementary school

children. The questions asked during the interviews focused on aspects related to content, teaching methods, and student needs, ensuring that the books developed are in line with educational standards and effectively support the teaching and learning process. Findings from the discussion with the Vice Principal of the Curriculum Department indicate that there are no specific limitations or criteria for reading materials, as long as the content is considered appropriate and safe, in accordance with the Qur'an and Hadith, as well as the school's vision and mission. He also emphasized the importance of tangible learning resources with illustrations, as elementary school children often struggle with abstract ideas. Therefore, illustrated books are crucial, both for textbooks and supplementary resources. Books become more engaging and easier to understand when accompanied by illustrations paired with instructions or questions. In addition to mandatory books, the school library also offers supplementary resources such as storybooks that promote moral values, including respecting parents and adhering to school rules. These books are initially selected to ensure that their content and values are appropriate before being provided to students. Furthermore, the school is quite open to creating personalized books or educational resources designed to meet the needs of students. Materials created by teachers are often used as alternative teaching resources that do not always originate from textbooks, as long as the content is relevant and beneficial.

Interviews were held with the educator of the Madinah Munawarrah Islamic Boarding School to explore the literacy practices and methods for learning the scriptures employed in the teaching and learning processes at the boarding school. The findings from this phase suggest that there is a necessity for supplementary educational resources in the shape of engaging storybooks that effectively include Islamic moral principles. These results form a crucial basis for guiding the content, language, visuals, and design of the created book.

4.1.2 Planning

The design planning was carried out systematically to ensure that the book's visuals would attract children's interest while also supporting maximum understanding of the story's content. The book's design was tailored to the characteristics of primary

school children, especially students with English language skills equivalent to CEFR level A2. In the initial planning stage, the visual style was determined to be cheerful, colourful, and child-friendly. The selection of the colour palette is based on warm and bright colours proven to capture children's attention and provide an enjoyable reading experience.

Each page is designed with consideration for the proportion between text and illustrations, ensuring it is not too crowded yet remains informative. The font used is easy for children to read, with a sufficiently large font size to maintain reading comfort. Visual elements such as character illustrations, settings, and game pages are also considered from the outset to align with the story's plot and the moral values being conveyed. Additionally, this design plan was developed while maintaining a bilingual structure, distinguishing Indonesian and English text using different colours or font styles to make them easily recognisable to readers.

Overall, the design planning stage in the development of this book is not only focused on aesthetics but also on functionality and pedagogy, ensuring that the visual presentation supports language learning and the instilling of moral values that are at the core of the story in Little Hearts' Journey.

4.1.3 Developing a Preliminary Form of the Product

The selection of three stories in *"Little Hearts' Journey"* book based on the consideration of the moral values contained within them and their suitability for the developmental needs of the target readers, who are children. Lickona (2019) states that the proper instillation of discipline will shape good or positive moral behavior in children. Moral discipline becomes an essential foundation in the moral development of students, which includes respect for rules, appreciation for others, and recognition of the authority of teachers; a sense of responsibility among students for the formation of good habits; as well as students' responsibility towards moral values within a community. Based on this principle, the three selected stories represent core moral values that are relevant for shaping children's character.

The content of *Akhlaq lil Banin* provides valuable insights into the importance of moral education for children, emphasizing the development of good character from an early age. In particular, *Akhlaq lil Banin* volume 1 chapter 4, titled "*Pentingnya Berperilaku Baik Sejak Usia Dini,*" emphasizes that children equipped with good morals will develop positive and civilized attitudes, which are crucial for their personality development. Character education should begin early so that children become accustomed to good behavior, making it easier for them to adapt to social environments. Good morals, such as respect, politeness, and empathy, will be reflected in children's daily behavior.

Next, *Akhlaq lil Banin* volume 2 chapter 1, titled *"Akhlaq,"* point 3, highlights the importance of judging a person based on their morals and behavior, rather than just their physical appearance. Appearance can often be deceiving and does not reflect a person's true character. Therefore, we are taught to look deeper and assess individuals based on their attitudes, behaviors, and the values they uphold. Good morals, such as honesty, politeness, and empathy, serve as more accurate indicators of a person's quality.

The final story from this book is sourced from *Akhlaq lil Banin* volume 2 chapter 3, titled *"Murid yang Dicintai,"* which tells the story of a student who is cherished by his teacher for his honesty. This chapter emphasizes that honesty is a highly valued moral in education. The student consistently speaks and acts truthfully, both in lessons and in daily interactions, making him a role model for his peers. The teacher views honesty as a foundation for building good character and encourages all his students to emulate this trait. By highlighting the importance of honesty, this chapter demonstrates that good morals can have a positive impact on social relationships and create a better learning environment.

Each of these stories contains deep moral lessons that are relevant for children's education. These stories not only teach values such as honesty, responsibility and empathy, but also provide concrete examples of how to apply good morals in everyday life. By understanding and reflecting on these stories, children can more easily internalize these values, thus helping them in forming a positive character.

The story Learning to Grow Right was adapted from the contents of *Akhlaq lil Banin* volume 1, chapter 4 "*Pentingnya Berperilaku Baik Sejak Usia Dini,*" while the stories Alina and the Mirror of the Heart from *Kitab Akhlaq lil Banin* volume 2, chapter 1 *"Akhlaq,"* point 3, and Layla and the Toy Chicken were from *Kitab Akhlaq lil Banin* volume 2, chapter 3 *"Murid yang Dicintai,"*. The stories selected in this book are adapted from the *Akhlaq lil Banin* book because they are rich in moral values that are relevant to the character development of children from an early age.

The use of three stories in this book is also considered in terms of the effectiveness of conveying moral messages and language to the target readers, namely elementary school students with an A2 CEFR level of English proficiency. The number three is viewed as ideal for maintaining a balance between the depth of material and the accessibility of learning time. Having too many stories in one book could potentially lead to cognitive overload, making it difficult for the moral messages and vocabulary to be absorbed optimally. With three stories, each tale can be presented in detail, accompanied by adequate illustrations, and followed by educational activities that encourage both understanding and student engagement.

4.1.3.1 Bilingual Book Material

To meet the needs of children, this bilingual storybook was created with consideration for the visual quality and durability of the product. As a result, the book is printed using art paper that has a smooth and glossy surface, which produces sharper and more appealing print quality for images and colors. By providing a more vibrant and professional visual appearance, it is hoped that this paper will enhance students' reading interest. The book cover is also made using a hardcover printing method to ensure the book's durability and prevent it from getting damaged, especially since it is often handled by children. This method offers additional protection and a unique appearance, enhancing the book's durability and making it suitable for long-term use, both at school and at hom

4.1.3.2 Bilingual Book Design

With layouts tailored to enhance reading and visual appeal, this bilingual

storybook has an appealing and kid-friendly style. Every page is arranged with consideration for the harmony between text and pictures, with pictures positioned in a way that best illustrates each section of the narrative and aids in children's visual comprehension of it. The 35-page book has three main stories, educational games including word searches, fill-in-the-blanks, and crosswords, and a vocabulary list at the end. To make it easier for readers to comprehend the story's substance and to introduce foreign language vocabulary in a fun and relevant way, the text in English and Indonesian is provided side by side. The following is a sample of the storyboard listed in Figure 4.1.
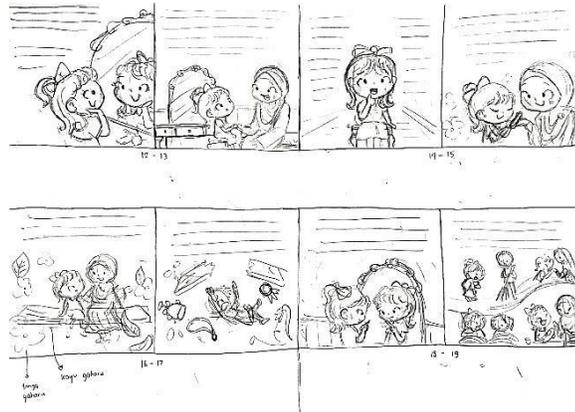

Figure 4.1 Sample of Storyboard

The storyboard progresses to the drawing and coloring phase, where illustrations are created to enhance visual appeal and engage young readers. Attention is given to facial expressions, environments, and supporting elements. The coloring process involves selecting complementary colors and contrasts typical of children's books. Detailed drawings reinforce the story's setting and help convey the moral lesson, making it easier for children to accept and enjoy the story's values through clear and engaging visuals.

The characters in this storybook are specifically designed to suit the world of children. They are depicted in a simple manner in terms of form, emotion, and

movement so that readers can quickly recognize and understand them. In addition, each character's clothing is chosen to symbolize the positive qualities that the novel wishes to convey through a simple and modest style of dress. The purpose of this friendly and easily recognizable character design is to build an emotional connection between readers and the characters in the story, so that children can more easily accept and internalize the moral lessons conveyed by each character. The following is an initial description of the characters in the Learning to Grow Right story as shown in Figure 4.2.

Figure 4.2 Characters sketch

The final sketch is created following the completion of the storyboard or rough sketch and character illustration phases. The finished sketch is a more accurate and thorough representation of the first one, taking into account character expression, visual composition, and other auxiliary elements in a more responsible way. The following are examples of some of the final sketches attached to Figure 4.3.

Figure 4.3 Sample of Final Sketch

After the final sketches are approved, the coloring process begins, involving the application of base colors, highlights, shadows, and textures to add depth and

atmosphere to the drawings. This step is crucial for creating a powerful visual impact and bringing the illustrations to life. The book employs a full bleed design, where images extend to the edge of the paper, enhancing the reading experience for children who are drawn to visual elements. This layout aims to make the story more engaging and evoke emotions that align with the narrative, while also strengthening the connection between text and images to help children understand the story's context.

Figure 4.4 Colouring process with full bleed design

This storybook features the Mali font, designed by typographer Cadson Demak. Mali is a handwritten-style font that conveys a child-friendly, cheerful, and cute impression, making it ideal for educational media. Its simple yet expressive characters create an enjoyable reading atmosphere for children.
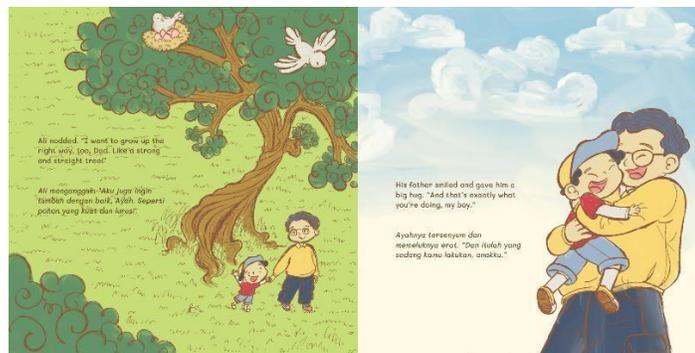

Figure 4.5 Story page with Mali font by Cadson Demak

After completing the ultimate colouring handle and including subtle outline elements, the another step is to include story content to each page of the book. The content is carefully put to adjust with the existing pictures, so that it does not interfere

with the appearance, but is still simple for children to understand. The content is composed utilising sentences that are simple to understand and fitting for the perusing capacities of elementary school children. After composing the three primary stories, the next step was to create three educational activities, including a crossword, word searches, and fill-in-the-blank exercises. These activities aim to enhance children's understanding of the story's content, characters, and moral values. Additionally, they provide a fun way for children to engage with and remember the story in an enjoyable manner.
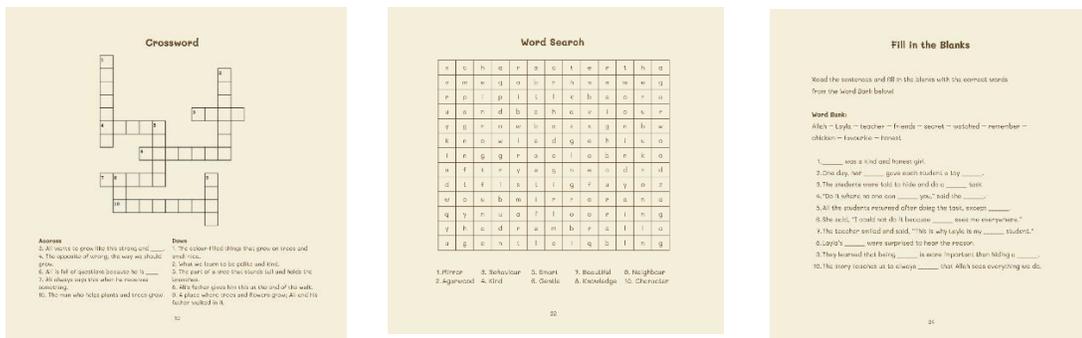

Figure 4.6 Games

As a complementary highlight, the book incorporates two vocabulary pages containing a list of critical words from the three stories with their interpretations. These pages are planned to assist children in extending their English lexicon and make it less demanding to get the stories. The introduction of the word list is additionally accompanied by little outlines to make it more locks in and less demanding to use.
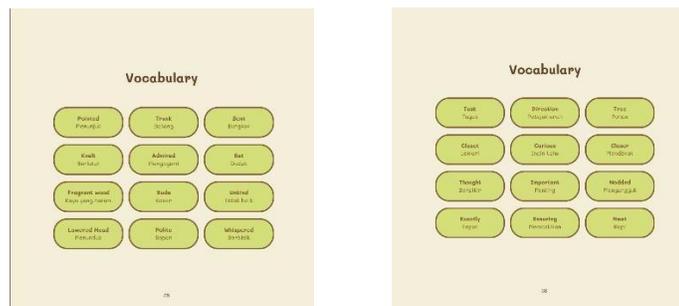

Figure 4.7 Vocabulary

The book cover features three characters representing each of the three stories contained within. Each character is designed with distinctive features that reflect the themes and morals of the story they represent, allowing readers to experience the different nuances of each tale. These characters are not only eye-catching but also provide visual clues about the journey readers are about to embark on. With a cheerful and colorful design, this cover aims to capture children's interest and invite them to explore a story world rich in educational and entertainment values.
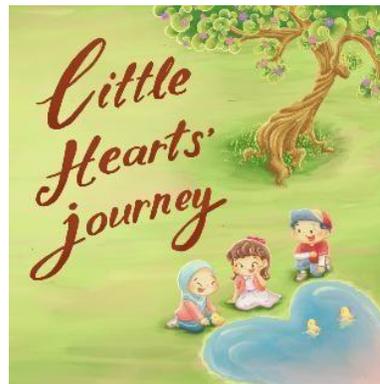

Figure 4.8 Cover

Endpapers are the opening and closing sheets of a book that connect the cover with the story content. In children's storybooks, the philosophy of sky and clouds is presented to create an imaginative atmosphere. The vast sky symbolizes unlimited potential, while the soft clouds depict an ever-changing imagination. This endpaper invites children to dream and explore new worlds, a reminder of the freedom of thought and beauty of imagination that every child has.

Figure 4.10 Endpaper

4.1.4 Preliminary Field Testing

Preliminary field testing was conducted as an initial stage to obtain input from the supervising lecturer as an expert validator in the development of the Little Hearts' Journey bilingual storybook. This trial aimed to assess the suitability of the book's content and appearance before its distribution and implementation in the field. The supervising lecturer evaluated all elements of the book, from the content structure, language use, layout, to the visual illustrations accompanying the story.
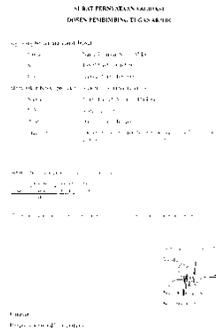

Figure 4.10 Supervisor acceptance

Based on the validation results, the supervising lecturer stated that the book is suitable for use, but still requires some improvements to maximise its quality. One of the main revisions suggested is on several illustration pages that are considered visually unpolished. These illustrations need to be refined in terms of image placement, visual element proportions, and alignment with the text to make the page layout more harmonious and easier for children to understand.

The supervisor's suggestions serve as an important foundation for the revision process before further validation testing is conducted with teachers and students. These revisions are made to ensure that the book is not only visually appealing but also effective as a medium for moral and English language education suitable for primary school students at the A2 CEFR level.

4.1.5 Revising Main Product

The main product revision stage was carried out after receiving input from the supervising lecturer through the preliminary field testing process. Based on the

evaluation results, several parts of the *Little Hearts' Journey* book were improved to optimise quality, both in terms of content and visuals. The first revision was made to the illustrations, which were deemed to be untidy. The illustrations on certain pages were then improved to be more harmonious with the story and easier for students to understand.
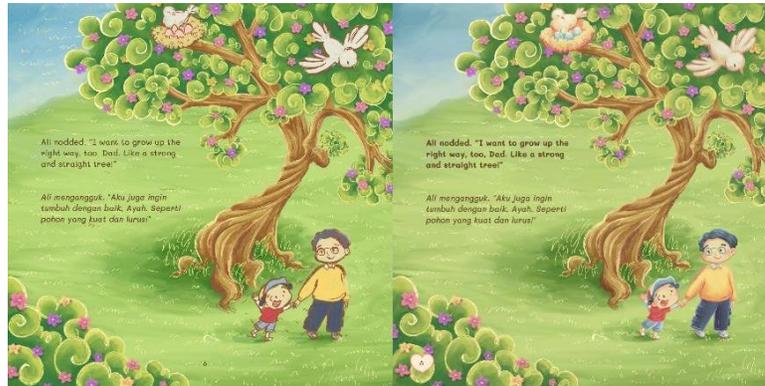

Figure 4.11 First design revision

All these improvements aim to ensure that the final product is not only suitable for use as a learning medium but also meets the quality standards required for primary school students, particularly at the A2 CEFR level.

4.1.6 Main Field Testing

Field testing was conducted to determine the extent to which the illustrated storybooks made can be accepted and understood by students as the main users, a field trial was conducted. This activity involved 17 student at Madinah Munawarrah Islamic Boarding School was based on two main reasons that are the students in this institution study *Akhlaq lil Banin* as part of their daily moral education, and they have reached the A2 level in English proficiency according to the CEFR. The respondents, aged around 12 years old, had just graduated from elementary school and were continuing their informal education at the boarding school. Based on the English pre-test we conducted, adapted from Cambridge materials, they demonstrated language abilities aligned with the A2 level.

Meanwhile, teacher respondents were chosen from SD Islam Al Azhar 14 Semarang, which implements an international curriculum where students begin

learning English from grade 1. The decision to separate student and teacher respondents was due to access limitations at the beginning of the new academic year. The SD Al-Azhar 14 did not permit direct interaction with students during their adjustment period; however, they granted us permission to collect feedback from the teachers. The results of this feedback became the basis for making final improvements before the product was ready for distribution.

4.1.6.1 Teachers Feedback

Feedback from teachers was conducted to evaluate the suitability of the content, language, and design of the storybooks that had been developed. This process involved media experts, subject matter experts, and linguists who provided input and objective assessments according to their areas of expertise. Specifically, the feedback came from three English teachers at SD Islam Al Azhar 14 Semarang, who teach at different grade levels: Grade 1, Grade 3, and Grade 5. The results of this validation were then processed and presented in percentage form as shown in the table below.

Table 4.1 Storybook content

No	Question	Percentage	Qualification
1.	The storyline and images are adapted to the interests of elementary school students.	100%	No revision needed
2.	The story is written in simple language so that it is easily understood by students.	87,5%	Revision needed
3.	The story content supports the vision and mission of the elementary school.	81,25%	Revision needed
4.	The title of the book reflects the overall content of the story presented.	81,25%	Revision needed
5.	The appearance of the book emphasises illustration elements rather than narrative text.	68,75%	Revision needed

According to Table 4.1, the validation of the book's content was conducted through five statements evaluated by experts. The results for each question are presented as percentages, along with qualifications indicating whether revisions are necessary.

The first question state, "The storyline and images are adapted to the interests of elementary school students." This statement received a 100% approval rating, indicating that all validators agreed the storyline and illustrations are well-suited to the interests of elementary school students. Consequently, no revisions are required in this area. In fact, the validators noted that the book is suitable for use starting from Grade

1.

The second question state, "The story is written in simple language so that it is easily understood by students." With a percentage of 87,5%, most validators believe the language is sufficiently simple, though there is still room for improvement. Thus, this statement is classified as "Revision needed," suggesting minor adjustments to enhance the clarity of the language.

The third question state, addresses the relevance of the story content to elementary school values: "The story content supports the vision and mission of the elementary school." Validators rated this statement at 81,25%, indicating that while the content is generally relevant, further adjustments could better align it with the school's vision and mission. Therefore, this statement is also marked as "Revision needed."

The fourth question state, evaluates the alignment between the title and the book's content: "The title of the book reflects the overall content of the story presented." Similar to the previous question, this statement received a score of 81,25%, suggesting that while the title generally reflects the content, improvements are necessary to make it more representative. Thus, revisions are required for this statement as well.

The fifth question states, "The appearance of the book emphasizes illustration elements rather than narrative text." This statement received the lowest percentage at 68,75%, indicating that validators felt the illustrative elements were overly dominant compared to the narrative text. Therefore, this statement requires revision to achieve a better balance between illustrations and text, ensuring that the moral message and story content are conveyed effectively.

As a result of the validation test, students showed good ability in working on the educational games provided in the storybook, and they also showed high enthusiasm when participating. This indicates that the game is not only interesting, but also appropriate for their level of understanding. To ensure that the games were indeed suitable for elementary school children who are already implementing an internasional curriculum, the author conducted interviews with three experienced English teachers. From the interviews, all three teachers agreed that even first graders were able to do the game well. This statement gives confidence that the educational game developed is

accessible and useful for students at the primary school level, and can improve their learning process.

Table 4.2 Storybook language

No	Question	Percentage	Qualification
6.	The language used in the book is adjusted to the reading level of students.	87,5%	Revision needed
7.	The writing of letters and punctuation marks follows the correct rules in accordance with the General Guidelines for Indonesian Spelling (PUEBI).	81,25%	Revision needed
8.	The choice of language in the book feels natural and not contrived.	81,25%	Revision needed
9.	The dialogues and situations presented in the book sound realistic and by daily life.	81,25%	Revision needed

According to Table 4.2, the language validation process involved four questions that assessed readability, adherence to writing rules, language choice, and the naturalness of dialogue and situations in the book. Below is an explanation of each statement:

The sixth question state, "The language used in the book is adjusted to the reading level of students." This statement received a score of 87,5%, indicating that the majority of validators found the language in the book to be appropriately aligned with the students' reading abilities. However, there are still suggestions for improvement, leading to this statement being classified as "revision needed."

The seventh question state, "The writing of letters and punctuation marks follows the correct rules in accordance with the General Guidelines for Indonesian Spelling (PUEBI)." With a percentage of 81,25%, validators assessed that the writing of letters and punctuation marks generally adheres to PUEBI guidelines, but it requires further review for enhanced accuracy and consistency. Therefore, this statement is also categorized as "Revision needed."

The eighth question state, "The choice of language in the book feels natural and not contrived." Receiving the same percentage of 81,25%, experts determined that the language in the book is sufficiently natural; however, certain sections may need adjustments to avoid sounding stiff or artificial. Thus, revisions are still necessary to improve these areas.

The nineth question state, "The dialogues and situations presented in the book sound realistic and reflect daily life." This statement also garnered a score of 81,25%, indicating that the dialogues and situations in the story adequately represent everyday life. However, revisions are needed to make them more relatable and appropriate for children's contexts, particularly concerning local culture and customs.

Table 4.3 Storybook translation

No	Question	Percentage	Qualification
10.	The use of English terms is adjusted to the correct meaning.	87,5%	Revision needed
11.	The translation into English uses simple and understandable language.	93,75%	No revision needed
12.	The translation follows correct grammar rules and is delivered accurately.	81,25%	Revision needed
13.	Students easily understand the translation.	87,5%	Revision needed

The quality of the storybook translation was evaluated through four statements, focusing on the appropriateness of term meanings, language simplicity, grammatical accuracy, and students' comprehension of the translation.

The tenth question state, "The use of English terms is adjusted to the correct meaning." This statement received a score of 87,5%, indicating that, overall, the use of English terms aligns with their correct meanings. However, some areas still require improvement, leading to this statement being classified as "revision needed."

The eleventh question state, "The translation into English uses simple and understandable language." This statement achieved the highest percentage in this table, at 93,75%, indicating that most validators agree the translation employs simple and easily comprehensible English. Therefore, this statement is classified as "no revision needed."

The twelfth question state, "The translation follows correct grammar rules and is delivered accurately." This statement received a score of 81,25%, suggesting that while the grammar is mostly correct, there are still minor errors or a lack of precision in conveying the message. Consequently, revision is recommended.

The thrirteenth question state, "Students easily understand the translation." With a score of 87,5%, most validators assessed that the translation is sufficiently

comprehensible for fifth-grade students. However, some sections may still require simplification or adjustments to enhance clarity for children, so this statement is also classified as "revision needed.

Table 4.4 Storybook character education

No	Question	Percentage	Qualification
14.	The characters in the story contain character-building values.	93,75%	No revision needed
15.	The moral messages in the stories are relevant to the experiences and daily lives of students in primary school.	93,75%	No revision needed

This table presents two statements that assess the presence of character values in the story and their relevance to the lives of primary school students.

The fourteenth question state, "The characters in the story embody character-building values." This statement received a score of 93,75%, indicating that the majority of validators believe the characters reflect important values such as honesty, responsibility, and respect. As a result, this aspect is considered strong and does not require any revisions.

The fifteenth question state, "The moral messages in the stories are relevant to the experiences and daily lives of primary school students." With the same score of 93.75%, validators determined that the moral messages conveyed are highly contextual and closely aligned with the everyday experiences of primary school students. This relevance is crucial for effectively supporting character development in children through storytelling. Therefore, this statement is also classified as "no revision needed."

Table 4.5 Storybook design

No	Question	Percentage	Qualification
16.	The book comes with a table of contents.	93,75%	No revision needed
17.	The font size in the book is easy to read and visible.	75%	Revision needed
18.	The illustrations help clarify the characters in the story.	93,75%	No revision needed

19.	The page layout is adjusted to the students' reading ability.	81.25%	Revision needed
20.	The use of colours and characteristics of the illustrations describes the characters well.	87,5%	Revision needed

Table 4.5 presents the results of the validation of the storybook design based on five questions posed to the validators:

The sixteenth question state, "The book includes a table of contents." This statement received a score of 93.75%, indicating that nearly all validators agreed the book clearly features a table of contents. As a result, this aspect is categorized as "No revision needed," as it meets the criteria for effective book design and aids readers in navigating the book's content.

The seventeenth question state, "The font size in the book is easy to read and visible." This statement received a score of 75%, suggesting that there are still issues with the font's readability. Validators noted that the font size is not yet fully optimal and may impact reading comfort, particularly for children. Therefore, this statement is classified as "revision needed."

The eighteenth question state, "The illustrations help clarify the characters in the story." This statement achieved a score of 93.75%, indicating that the images in the book effectively help readers comprehend the characters. This result demonstrates that the visual elements are well-executed, and the statement is rated as "No revision needed."

The nineteenth question state, "The page layout is adjusted to the students' reading ability." With a percentage of 81.25%, the layout of the book is deemed sufficiently aligned with the students' reading capabilities. However, there is still room for improvement to make it more optimal and child-friendly, so it is classified as "Revision

needed.

The last question state, "The use of colors and characteristics of the illustrations effectively describes the characters." This statement received a score of 87.5%, indicating that the colors and characteristics of the illustrations are successful in depicting the characters in the story. However, there are still suggestions for

improvement from the validators, leading to a classification of "Revision needed."

Feedback from the Vice Principal for Curriculum showed a positive response to the development of these bilingual storybooks. In an interview, he stated that books containing stories with moral values and using easy-to-understand language are very important to support character education and students' language skills. He believes that such books are an important component of the educational process, especially because they integrate Islamic values and English language learning. He emphasised that the school strongly supports the use of teaching materials that are appropriate and relevant to the educational vision based on the Qur'an and Hadith. Feedback from the English teacher at SD Islam Al Azhar 14 also highlighted appreciation for the inclusion of these games. The teacher emphasised that such interactive elements help enhance students' understanding and retention of the material while also increasing their enthusiasm for learning English. The presence of games in the book was considered a valuable addition to support both language development and student motivation.

4.1.6.2 Students' Feedback

The validation test conducted on Madinah Munawarrah students as many as 17 students as the main respondents of this storybook development product is shown in Table 4.6 below. The purpose of this validation test is to find out students' responses to the elements of content, language, illustrations, and presentation of stories that are adapted to the characteristics of children's readers. The data collected is also used to evaluate the extent to which the book is interesting, easy to understand, and in accordance with the needs of children.

Tabel 4.6 Students perspective

No	Question	Percentage	Qualification
1	Are the illustrations in the book interesting and in line with your interests?	100%	No revision needed
2	Is the story in the book easy for you to understand?	100%	No revision needed
3	Does the content of the story support the vision and mission of your school?	100%	No revision needed
4	Does the title of the book reflect the content of the story?	100%	No revision needed

5	Are there more pictures in the book than text?	71%	No	revision needed
6	Is the language easy for you to understand?	100%	No	revision needed
7	Do you think there is an appropriate use of punctuation, such as periods or commas?	100%	No	revision needed
8	Are the conversations between characters short and natural sounding?	100%	No	revision needed
9	Do you think the characters in the story demonstrate the moral values taught at school?	100%	No	revision needed
10	Is the moral message in the story relevant to your daily experience?	100%	No	revision needed
11	Does the book come with a table of contents?	100%	No	revision needed
12	Do you think the writing in the book is clear enough and easy to read?	100%	No	revision needed
13	Do the pictures in the book help you understand the characters or the content of the story?	100%	No	revision needed
14	Do you think the page layout in the book makes it easy to read?	100%	No	revision needed
15	Do the characters depicted in the book have the right color, style, and look for the storyline?	100%	No	revision needed

According to Table 4.6, out of the 15 statements presented to the students, 14 received a 100% agreement response, while only 1 statement received a score of 71%. These results indicate that the majority of the book's aspects received very positive feedback from the students, who are the target readers. Consequently, the average percentage of the total 15 statements can be calculated as follows:

$$\text{Average} = \frac{\text{Total Percentage}}{\text{Number of question}}$$

$$\text{Average} = \frac{1.471\%}{15} = 98\%$$

Based on the formula, the majority of students 17 of those who responded to the survey agreed with the elements covered in this storybook, as shown by the data in Table 4.6. An average percentage of 98% of the total 15 statement items were accepted. This very high percentage indicates that the stories and illustrations presented were highly accepted by the students as target readers. Therefore, the content and appearance of the book do not need to be changed because all elements are in accordance with the

needs and characteristics of child readers.The student respondents were able to complete all the games included in the *Little Hearts' Journey* storybook, including the crossword puzzle, which indicates that the level of difficulty was appropriate for their language proficiency at the A2 CEFR level. These games such as word search, fill-in-the-blank, and crossword, served not only as a form of reinforcement for vocabulary and story comprehension but also as an engaging way to make language learning more enjoyable.

4.1.7 Revising the Operational Product

After conducting the validation test, we made revisions to several aspects of the storybook that had been made. One of the main focuses in this revision was the design aspect. We realized that an attractive and functional design is very important to attract children's attention and support their reading experience.

4.1.7.1 Design Revision

The storybook design revision thoughtfully enhances the reading experience for children exposed to both English and Indonesian. By implementing distinct font styles bold for English and italic for Indonesian the book creates a visual cue that helps young readers easily differentiate between the two languages. This differentiation is crucial, especially for children who are in the early stages of language acquisition, as it allows them to recognize and understand the unique characteristics of each language.

The use of bold font for English not only emphasizes the text but also draws attention to the language that may be more familiar to some readers. This can help reinforce their understanding and fluency in English, as the bold text stands out and encourages them to engage more deeply with the content. On the other hand, the italic font for Indonesian serves to highlight the beauty and rhythm of the language, inviting readers to appreciate its nuances. This stylistic choice can spark curiosity about the Indonesian language and culture, fostering a sense of inclusivity and respect for linguistic diversity.

Moreover, this design revision contributes to the overall aesthetics of the book, making it visually appealing and inviting. A well-designed book can captivate young readers, encouraging them to explore the pages and immerse themselves in the stories.

The clear distinction between the two languages not only aids in comprehension but also enhances the educational value of the book, as children learn to recognize and appreciate the differences in language structure, vocabulary, and expression.

In summary, the decision to use bold and italic fonts for English and Indonesian, respectively, is a strategic design choice that enriches the reading experience. It not only improves the visual appeal of the storybook but also serves an educational purpose, helping children to better understand and recognize the differences between the two languages. This thoughtful approach ultimately supports language development and cultural appreciation, making the reading experience both enjoyable and informative.

Figure 4.12 Before After Design Revision
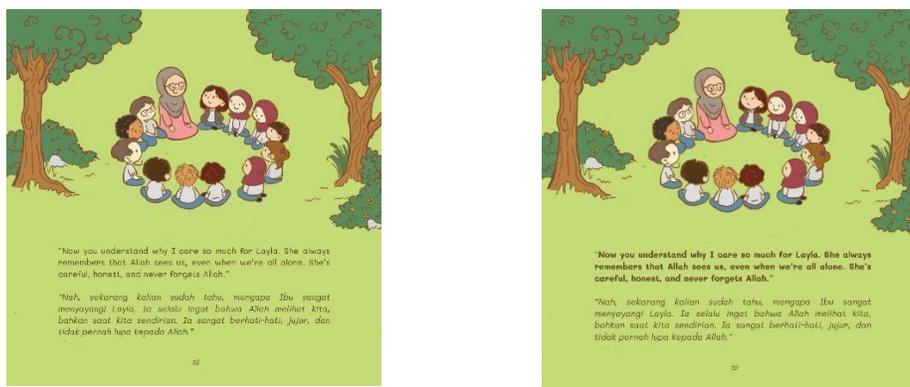
4.1.8 Disseminating and Implementing

The book was submitted to two educational institutions that served as locations for product testing and validation, namely to three English teachers at SD Islam Al-Azhar 14 Semarang and 17 students at Madinah Munawarrah Boarding School, Semarang. The selection of these two institutions was based on their active participation in the validation process as well as the similarity of vision and mission in promoting value-based Islamic education and integrating character education into learning practices. At SD Islam Al-Azhar 14 Semarang, the book was received by three English teachers who were tasked with assessing various aspects, including story content, language use, translation, character values, and book design. At Madinah Munawarrah Islamic Boarding School the book's readability test. In addition, school

administrators also received the book, which contributed to the collaborative development of teaching materials inspired by the book "*Akhlaq lil Banin*".

4.2 Discussion

Based on the results of the implementation and validation, *Little Hearts' Journey* book has been evaluated as meeting the criteria for child-friendly English language learning media. The results of a questionnaire administered to students revealed that 98% of them agreed with the content and presentation of the book. This suggests that students find the book's language, images, moral message, and multilingual format to be satisfactory.

Furthermore, feedback from expert validators, including three English teachers from SD Islam Al Azhar 14 and a lecturer, reinforces the book's validity as a suitable teaching tool. They suggested several improvements, such as adding game instructions, providing audio pronunciation via QR codes, and including the target age on the book's cover page. By incorporating this feedback, the book not only conveys moral values and enriches vocabulary in two languages but also promotes a more enjoyable, interactive, and contextual learning experience.

However, it should be noted that the questionnaire used in this research did not include items specifically addressing the educational games provided in the book. As a result, the questionnaire results only reflect students' evaluations of the book's content and appearance, without capturing their perceptions of the educational games. This omission may have limited the comprehensiveness of the evaluation, particularly in assessing the effectiveness and appeal of interactive learning features such as crosswords, word searches, and fill-in-the-blank activities. Future studies could address this gap by incorporating specific questions related to these interactive components to obtain a more holistic evaluation.

Overall, this book is expected to serve as an alternative learning resource that effectively bridges the introduction of noble character values to children through a visual and linguistic approach tailored to their developmental level. This book is also complemented by educational games such as crosswords, word searches, and fill-in-the-blanks to increase student engagement. Through product testing and expert

validation, this book is expected to be a fun, educational, and effective learning medium in shaping the character and foreign language skills of primary school students.