

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results obtained from the data collection process as well as a discussion of the findings associated with the research objectives. This research aims to develop a bilingual picture storybook that integrates moral values and supports English learning for students with the A2 CEFR level. Data were collected through distributing questionnaires to students, English teachers, and related parties, then analysed quantitatively to evaluate the feasibility and effectiveness of the product. In this chapter, the research results are explained in detail, including respondents' responses to various aspects such as content, language, translation, character values, and design. The findings are also compared with previous research and relevant theories to strengthen the interpretation and meaning of the results obtained.

4.1 Results

4.1.1 Research and Information Collection

At this stage, the author collected information through literature studies and interviews to ensure that the product developed was in line with the needs of the target audience, namely primary school children with English language skills at CEFR level A2. The literature study was conducted by reviewing supporting books such as *Akhlaq lil Banin*, bilingual children's storybooks, and scientific journals related to the use of storytelling in moral and language learning. The author also referred to the Common European Framework of Reference for Languages (CEFR) standards to adjust the level of language difficulty used in the stories.

In addition, the author conducted in-depth interviews with English teachers and the Vice Principal of Curriculum at SD Islam Al-Azhar 14 Semarang to explore the criteria for selecting appropriate teaching materials at the school. The results of interviews with the Vice Principal for Curriculum explained that reading books are not subject to specific restrictions or requirements as long as their content is appropriate and safe to use, based on the Qur'an and Hadith as well as the school's

vision and mission. He also emphasised the importance of concrete teaching materials accompanied by illustrations, as primary school children tend to struggle with abstract concepts. Therefore, illustrated books are necessary, both in terms of textbooks and supplementary materials. With illustrations accompanied by instructions or questions, books become more engaging and easier to understand. In addition to required books, the school library provides supplementary books such as storybooks containing moral values, such as respect for parents and compliance with school rules. These books are first selected to ensure their content and values are appropriate before being provided to students. Furthermore, the school is very open to the development of customised books or teaching materials tailored to students' needs. Even teachers' works are often used as alternative teaching materials that are not always sourced from textbooks, as long as the content is relevant and beneficial.

Interviews were also conducted with the teacher of the Madinah Munawarrah Islamic Boarding School to find out the literacy habits and approaches to learning the scriptures used in teaching and learning activities at the boarding school. The results of this stage indicate a need for additional teaching materials in the form of enjoyable storybooks that still incorporate Islamic moral values. These findings serve as an important foundation for determining the direction of the content, language, illustrations, and design of the developed book.

4.1.2 Planning

4.1.2.1 Storyboarding

In children's stories, there are two main types of elements that build the strength and meaning of a story, namely intrinsic elements and extrinsic elements. Intrinsic elements refer to components that come from the story itself, including the theme that serves as the central idea, character descriptions and characterisations that describe the individuals in the story, the plot or storyline, the setting in terms of time and place, the language style used, the point of view of the narrator, and the moral or message to be conveyed. Meanwhile, extrinsic factors are factors outside the narrative and influence its content and structure, including the author's

background, the social and cultural context of the story, and the life values in the narrative. These two components work together to create an interesting children's story that is rich in meaning and educational value.

The book consists of three main stories, namely Learning to Grow Right, Alina and the Mirror of the Heart, and Layla and the Toy Chicken. The three stories are recreations of stories from the book *Akhlaq lil Banin* by Sheikh Umar Baradja, which is full of moral values and character education. In the adaptation process, these stories are modified with a lighter delivery and presented through attractive and colourful illustrations, so that they fit into the world of children. The goal is that the moral messages contained in each story can be more easily received, understood, and practised by elementary school-age readers.

Table 4.1. Intrinsic elements in the story

<i>Intrinsic Element</i>	<i>Story 1</i>	<i>Story 2</i>	<i>Story 3</i>
<i>Title</i>	Learning to Grow Right	Alina and the Mirror of the Heart	Layla and the Toy Chicken
<i>Theme</i>	The importance of building good character and manners from a young age.	True beauty comes from inner character, not appearance.	The importance of honesty, piety, and awareness of God's presence in all situations.
<i>Character</i>	<ul style="list-style-type: none"> • Ali: A kind, polite, and curious young boy. • Ali's Father: A wise and loving parent who guides his son with simple, meaningful lessons. 	<ul style="list-style-type: none"> • Alina: A sweet and thoughtful young girl who learns the importance of manners and character. • Alina's Mother: A wise and loving parent who teaches her daughter meaningful life lessons through simple metaphors. 	<ul style="list-style-type: none"> • Layla: a cheerful, honest, and devout young girl. • Her classmates: curious and competitive • The teacher: wise and nurturing, using meaningful lessons to instill moral values in her students.
<i>Storyline</i>	A young boy named Ali goes on a walk with his father and sees a beautiful tree with a bent trunk. Curious, he asks why it grew that way. His father explains that it wasn't guided properly when it was	Alina, a neat and appearance-conscious girl, asks her mother if she looks pretty. Her mother gently teaches her that outer beauty means little without good character. She uses agarwood as an	Layla is a kind and faithful girl, admired by her teacher. One day, the teacher gives the students a task to hide a toy chicken where no one can see it. While all the students succeed in hiding theirs, Layla

small and uses the tree as a metaphor to teach Ali the value of learning good behaviour early in life.

example to illustrate that, similar to how fragrant wood is esteemed for its aroma, individuals are honoured for their good behaviour rather than solely for their appearance or intellect. Motivated by her mother's insight, Alina starts to embrace kindness and courtesy, leading those around her to respect her for her actions instead of her looks.

returns with hers, saying she couldn't hide it because Allah sees everything. This act of honesty and faith explains why the teacher holds her in high regard, inspiring her peers to emulate her.

Background	A peaceful park near Ali's home on a sunny morning.	The story takes place in Alina's home, mainly around a mirror and a conversation with her mother.	The story is set primarily in a school environment, including the classroom and surrounding areas where children attempt to hide their toy chickens.
Ambience background	Calm, nurturing, and thoughtful, perfect for a reflective parent-child conversation.	Warm, intimate, and nurturing a safe space for heartfelt conversations and learning moments.	The tone is warm, reflective, and educational. There's a gentle spiritual undertone that invites self-awareness, honesty, and faith in everyday actions.
Moral values	<ul style="list-style-type: none"> • The importance of developing good manners from a young age • Character formation is easier and stronger when built early • Parents play a key role in guiding children's growth 	<ul style="list-style-type: none"> • Kindness and politeness are more valuable than physical beauty • Inner character defines a person's worth • Knowledge without manners is not respected • Children should be guided to develop moral values early 	<ul style="list-style-type: none"> • Always be honest, even when no one is watching. • Cultivate a strong awareness of divine presence. • Inspire others through quiet, sincere actions. • True goodness comes from the heart and is seen by those who understand character.
View point	Third-person narrative, focusing on Ali's perspective and his interaction with his father.	Third-person narrative, centred around Alina's perspective and her emotional growth	third-person point of view, offering insight into Layla's actions and thoughts, as well as the reactions of the

through her mother's teacher and
guidance. classmates.

The creation of the characters Ali with his father, Alina with her mother, and Layla with her teacher is based on the values taught in the *Akhlaq lil Banin*, particularly in relation to the three main pillars of learning: competent teachers, supportive parents, and enthusiastic students. These three relationships illustrate the ideal synergy in the process of moral and character education, in line with the educational principles in *Akhlaq lil Banin*.

4.1.2.2 Page Number

The book consists of a total of 42 pages, of which 36 pages contain content designed to appeal to children's learning and reading interests. The content includes three main stories that are full of moral values, as well as various educational activities such as crossword puzzles, word searches, fill-in-the-blank games, and vocabulary charts that support language comprehension and mastery. Each story and game are organised in an integrated way so that children not only enjoy the storyline, but also actively learn through fun activities. The following is the arrangement of the pages that will be created:

1	2	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42							

Figure 4.1. Page numbering

The composition of the sections in this book includes:

- Page 1: Endpaper
- Page 2: Title Page
- Page 3: Blank page

- Page 4: List of contents
- Page 5: Introduction from the Author
- Page 6-14: Learning to Grow Right
- Page 15: Crossword game
- Page 16-25: Alina and the Mirror of the Heart
- Page 26: Word search game
- Page 27-37: Layla and the Toy Chicken
- Page 38: Fill in the Blanks
- Page 39: Vocabulary
- Page 40: About the Author
- Page: 41: Credit
- Page 42: Endpaper

4.1.3 Developing a Preliminary Form of the Product

The adaptation process of *Kitab Akhlaq lil Banin* into the children's storybook *Little Hearts' Journey* was carried out in several stages, taking into account the language comprehension level of children equivalent to level A2, as defined by the CEFR. First, the researchers selected and filtered stories that contained strong moral values and were relevant to children's lives. Next, the stories were rewritten in a simple, narrative, and communicative style to make them easy for readers to understand. This process was also adapted to a bilingual approach (Indonesian and English) so that it could be used as a medium for language learning and character education. To enhance appeal and understanding, the stories are complemented with visual illustrations, thematic vocabulary, and activities such as language games. All these elements are designed with the needs and characteristics of primary school students in mind, so that the values in the book are still conveyed but in a format that is more contextual and appealing to modern-day children.

4.1.3.1 Storyline Development

The storyline development process in the preparation of this bilingual storybook was carried out by adapting the contents of the book *Akhlaq lil Banin* by

Sheikh Umar Baradja, which is known to contain moral values and precious morals. The values contained in the book were then processed through a process of adaptation and modification to suit the characteristics and needs of children, especially elementary school students. In this process, the stories were rearranged with simpler language and interesting narratives, and equipped with illustrations that support children's understanding of the moral messages to be conveyed. These adjustments were made so that the content still described the core moral teachings contained in the book, but was presented in a form that was light, fun, and in the format of picture storybooks for children.

The selection of three stories in *Little Hearts' Journey* book was based on considerations of the moral values contained therein and their suitability for the developmental needs of children as the target readers. Lickona (2019) states that instilling appropriate discipline will shape good or positive moral behaviour in children. Moral discipline is an important foundation in the moral development of students, which includes respect for rules, appreciation for others, and recognition of teacher authority; students' sense of responsibility for forming good habits; and students' responsibility for moral values in a community. Based on these principles, the three stories selected represent core moral values that are relevant for shaping children's character.

The material in *Akhlaq lil Banin* offers important perspectives on the significance of teaching morals to children, highlighting the cultivation of positive character traits from a young age. Specifically, *Akhlaq lil Banin* volume 1 chapter 4, called "The Significance of Good Manners from Early Childhood" (يَتَأَدَّبُ أَنْ يَجِبُ) (صَغَرَهُ مِنْ الْوَلَدِ), highlights that children who possess strong morals will cultivate positive and cultured behaviours, essential for their personality growth. Character education needs to start at a young age to help children get used to positive behaviour, facilitating their adjustment to social settings. Positive values like respect, politeness, and empathy will appear in children's everyday actions.

Following this, *Akhlaq lil Banin* volume 2 chapter 1, named "Manners" (الْأَخْلَاقُ), emphasises the significance of assessing an individual by their ethics and actions, instead of merely their outward looks. Looks can be misleading and may

not represent an individual's genuine nature. Consequently, we learn to examine more closely and evaluate people according to their values, behaviours, and attitudes. Strong virtues like honesty, courtesy, and compassion act as better measures of an individual's character.

The concluding tale from this book comes from *Akhlaq lil Banin*, volume 2, chapter 3, named "The Beloved Student" (المَحْبُوبُ التَّلْمِيذُ), which narrates the story of a student valued by his instructor for his sincerity. This chapter highlights that integrity is a greatly esteemed principle in education. The student regularly communicates and behaves honestly, both during lessons and in everyday interactions, establishing himself as a role model for his classmates. The educator considers honesty a cornerstone for developing strong character and urges all his pupils to imitate this quality. This chapter illustrates the significance of honesty, showing that strong ethics can positively influence social interactions and foster an improved learning atmosphere.

The story Learning to Grow Right was adapted from the contents of *Akhlaq lil Banin* volume 1, chapter 4 (صَغْرُهُ مِنْ الْوَلَدِ يَتَأَدَّبُ أَنْ يَجِبُ), while the stories Alina and the Mirror of the Heart from *Kitab Akhlaq lil Banin* volume 2, chapter 1 (الأَخْلَاقُ), point 3, and Layla and the Toy Chicken were from *Kitab Akhlaq lil Banin* volume 2, chapter 3 (المَحْبُوبُ التَّلْمِيذُ). 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 was also considered in terms of the effectiveness of conveying moral messages and language to the target audience, namely, elementary school students with English proficiency equivalent to A2 CEFR. Three stories are considered ideal for maintaining a balance between the depth of the material and the time required for learning. Too many stories in one book have the potential to cause excessive cognitive load, so that the moral messages and vocabulary to be conveyed are not optimally absorbed. With three stories, each story can be presented in detail, complemented by adequate illustrations, and followed by educational activities that encourage student understanding and engagement.

These three stories were then adapted to a light and illustrative style of delivery so that they could be well received by children in the form of bilingual picture storybooks. The following are the origin stories and the modified stories shown in Table 4.2.

Table 4.2. Adaptation of chapters of *Akhlaq lil Banin*

Original Version from <i>Akhlaq lil Banin</i>	Adaptation Version
<p><i>Akhlaq lil Banin</i> volume 1 chapter 4 (أَنْ يَجِبُ) (صَغْرَهُ مِنْ الْوَلَدِ يَتَأَدَّبُ)</p>	<p>Learning to Grow Right</p>
<p>Ahmad seorang anak kecil, akan tetapi ia beradab, oleh karna itu ayahnya mencintainya, dan ia juga suka bertanya dari segala sesuatu yang ia tidak mengerti. Pada suatu hari ia berjalan-jalan bersama ayahnya ke kebun, maka ia melihat pohon bunga yang indah, akan tetapi pohon itu bengkok. Maka Ahmad bertanya: "Betapa indahny pohon ini! Akan tetapi mengapa ia bengkok wahai ayah?" Sang Ayah menjawab: "Karna tukang kebun tidak memperhatikan serta tidak meluruskannya semenjak dari kecilnya, maka jadilah ia bengkok" "Lebih baik, kita meluruskannya saja sekarang", ujar Ahmad. Maka tertawa sang Ayah, dan Berkata: "Tidak Mudah yang demikian itu wahai Anakku, karena ia sudah tumbuh besar, dan ranting²nya pun tebal.</p> <p>Beginilah seorang anak yang tidak beradab dari kecilnya, tidak mungkin ia beradab pada waktu ia telah besar</p>	<p>Ali anak yang baik hati dan penuh rasa ingin tahu. Dia selalu mengatakan "tolong" dan "terima kasih", dan dia suka bertanya tentang apa yang ada di sekelilingnya.</p> <p>Pada suatu pagi yang cerah, Ali dan ayahnya berjalan-jalan di taman dekat rumah mereka. Saat mengitari taman, Ali menunjuk ke sebuah pohon yang tinggi dengan bunga yang berwarna-warni.</p> <p>"Wah, pohon ini cantik sekali!" kata Ali.</p> <p>Lalu ia mendekatinya dan berkata, "Tapi kenapa batangnya bengkok, yah?"</p> <p>Ayahnya tersenyum dan berkata "Pohon itu tumbuh sudah lama, dan disaat pohon itu masih kecil, tukang kebun tidak membantunya untuk tumbuh lurus. Sekarang, pohon itu sudah terlalu besar dan sulit untuk diubah."</p> <p>Ali berpikir sejenak. "Apakah kita bisa meluruskannya sekarang, yah?" tanyanya.</p> <p>Ayahnya tersenyum dengan lembut lalu berkata, "Sepertinya sudah sulit, Ali. Batangnya sudah terlalu keras, Ali tahu kan, jika pohon kecil yang baru tumbuh memiliki batang yang lunak, lalu semakin besar batangnya semakin mengeras? Oleh karena itu, penting untuk tumbuh dengan cara yang baik supaya saat besar memiliki jiwa yang kuat untuk selalu berada dalam jalan yang baik".</p> <p>Ayahnya berlutut dan menatap Ali.</p> <p>"Seperti pohon, kita pun harus belajar dan bertumbuh dengan cara yang baik. Akan lebih mudah merawat pohon sejak kecil, diarahkan,</p>

di beri perlakuan yang baik, supaya ketika besar menjadi pohon yang kuat dan lurus!”.

Ali mengangguk. "Aku juga ingin tumbuh dengan baik, Ayah. Seperti pohon yang kuat dan lurus!"

Ayahnya tersenyum dan memeluknya erat. "Dan itulah yang sedang kamu lakukan, anakku."

Kitab Akhlaq lil Banin volume 2, chapter 1

(الأخلاق)

Alina and the Mirror of the Heart

Sesungguhnya orang-orang tidak melihat kepada ketampanan wajahmu maupun kebaruan bajumu, tetapi mereka melihat kepada akhlakmu. Sebagaimana kata syair: "janganlah kamu melihat baju seseorang, jika kamu ingin mengenalnya, lihatlah adabmu, jika kayu garu tidak semerbak baunya, tidaklah orang bisa membedakan antara garu dan kayu". Penyair lain berkata: "tidaklah bermanfaat bagi pemuda wajahnya yang tampan, apabila akhlaknya tidak baik". Begitu pula ilmu tidak bermanfaat bila disertai akhlak yang buruk. Orang berilmu yang buruk akhlaknya lebih dibenci oleh masyarakat dari pada orang bodoh. Hendaklah engkau memperhatikan pendidikan akhlakmu sebagaimana engkau memperhatikan menuntut ilmu-ilmu dan pengetahuan.

Alina adalah gadis kecil yang sangat sayang kepada ibunya. Setiap pagi, ia selalu bercermin, menyisir rambutnya, dan memastikan dirinya rapi. Suatu hari, saat ia sedang bercermin, ia berkata pada ibunya,

"Bu, apakah aku cantik?"

Ibunya tersenyum, lalu duduk di sebelah Alina.

"Kamu cantik, sayangku. Namun cantik saja tidak cukup. Yang terpenting adalah memiliki akhlak yang baik".

Alina terdiam, ia belum benar-benar mengerti maksud ibunya.

"Apa maksud Ibu?" tanyanya.

Sang ibu lalu mengambil sepotong kayu wangi dari lemari. "Ini namanya kayu gaharu. Jika tidak mengeluarkan bau harum, maka orang tidak bisa membedakannya dengan kayu biasa. Begitu juga manusia, Sayang. Jika akhlaknya tidak baik, meskipun wajahnya cantik atau tampan, orang tidak akan menghargainya."

Alina mendengarkan dengan seksama.

"Sama seperti ilmu," lanjut ibunya. "Ilmu itu penting, namun akhlak jauh lebih penting. Karena orang yang berakhlak jauh lebih disukai orang lain daripada orang yang mempunyai ilmu saja namun tidak berakhlak".

Alina menunduk pelan, merenungkan kata-kata ibunya.

Mulai hari itu, Alina tak hanya menjaga kebersihan agar tetap cantik, namun ia juga

lebih giat belajar, dan berusaha lebih sopan dan ramah kepada semua orang. Ia menyapa tetangga dengan senyum, membantu teman yang kesulitan, dan selalu mendengarkan nasihat ibu serta gurunya.

Dan orang-orang mulai mengenal Alina bukan karena wajahnya yang cantik tapi karena akhlaknya yang baik dan sikapnya yang sopan.

*Akhlaq lil Banin volume 2, chapter 3 (التَّمْيِيزُ
الْمَحْبُوبُ)*

Layla and the Toy Chicken

Ada seorang guru yang lebih mencintai salah seorang muridnya saja dari pada murid-muridnya yang lain. Mereka merasa heran atas hal itu. Mereka berkata, “mengapa guru kita ini lebih mencintai murid yang ini daripada kami?” maka sang guru pun ingin menunjukkan sebabnya. Ia memberi kepada mereka masing-masing seekor ayam. Lalu ia berkata “hendaklah masing-masing kalian menyendiri di suatu tempat dan menyembelih ayam agar tidak terlihat oleh seorangpun.” Semua muridpun mematuhi perintah guru itu, kecuali murid itu saja, ia mengembalikan ayam itu. Kemudian gurunya bertanya, “mengapa engkau tidak menyembelih ayammu seperti yang dilakukan oleh teman-temanmu?” Anak itu menjawab: “karena saya tidak bisa menyendiri di suatu tempat tanpa terlihat oleh seorangpun, sungguh Allah melihatku di setiap tempat. Kemudian guru itu berkata kepada murid-muridnya, “lihatlah kepada murid ini, ia takut kepada Allah dan tidak melupakan-Nya di tempat manapun. Itulah sebabnya saya mencintainya daripada kalian. Tidaklah ragu bahwa jika sudah besar, ia menjadi orang salih dan taat kepada Allah di setiap waktu”

Layla adalah gadis kecil yang periang dan cerdas. Ia sangat disayangi gurunya karena selalu jujur dan memiliki rasa takut kepada Allah. Hal ini membuat teman-temannya penasaran.

“Mengapa Bu Guru lebih sayang pada Layla?”

Tanya mereka.

Bu guru tersenyum mendengar pertanyaan itu, lalu berkata,

“Besok, Ibu akan memberikan kalian tugas istimewa. Siapa yang bisa melakukannya akan Ibu beri hadiah!”

Keesokan harinya, Bu Guru memberi setiap muridnya mainan ayam yang lucu. Ia berkata,

“Sekarang, pergilah ke tempat yang menurutmu paling tersembunyi, lalu sembunyikan mainan ini di tempat yang benar-benar tidak ada yang melihat. Kemudian, kalian kembali kesini lagi”.

Mereka pun berlari ke berbagai penjuru.

Ada yang bersembunyi di balik pohon, di bawah meja, bahkan di dalam lemari. Tak lama kemudian, mereka semua kembali sambil tersenyum dan berkata,

“Sudah, Bu Guru! Mainan ayamnya sudah disembunyikan, tidak ada yang bisa melihatnya!”

Tapi Layla kembali sambil membawa mainan ayamnya.

“Layla, kenapa kamu tidak menyembunyikannya?” tanya Bu Guru dengan lembut.

Layla menunduk dan menjawab dengan suara yang lirih,

“Aku sudah mencari ke berbagai tempat, Bu. Tapi aku tidak bisa menemukan tempat yang benar-benar tidak terlihat oleh siapa pun. Karena... Allah selalu melihatku, di mana pun aku berada.”

Bu Guru tersenyum bangga, dan semua murid terdiam mendengar jawaban Layla.

“Nah, sekarang kalian sudah tahu, mengapa Ibu sangat menyayangi Layla. Ia selalu ingat bahwa Allah melihat kita, bahkan saat kita sendirian. Ia sangat berhati-hati, jujur, dan tidak pernah lupa kepada Allah.”

Sejak hari itu, semua murid ingin menjadi seperti Layla, anak yang baik, jujur, dan selalu ingat kepada Allah di mana pun mereka berada.

The process of developing the story in this book also went through an adjustment stage to suit the characteristics and needs of children as target readers. Adjustments were made in terms of storyline, word choice, language style, and visualisation, so that the story can be understood easily and remains fun to read. The stories contained in the book *Akhlaq lil Banin* were originally the original versions, which were then developed into more adapted versions, as shown in the modified version column. This development was carried out using Indonesian first so that the content of the stories could be adapted to the characteristics and level of understanding of the target readers, who elementary school. After undergoing this adaptation process, the stories were then translated into English, taking into account appropriate translation principles, to ensure that the meaning and message contained in the stories are conveyed accurately and easily understood by readers in the bilingual version. The following is the translated story as shown in Table 4.3.

Table 4.3. Translation story

Story	Indonesian Version	English version
Learning to Grow Right	<p>Ali anak yang baik hati dan penuh rasa ingin tahu. Dia selalu mengatakan “tolong” dan “terima kasih”, dan dia suka bertanya tentang apa yang ada di sekelilingnya.</p>	<p>Ali was a kind and curious boy. He always said “please” and “thank you,” and he loved asking questions about the world around him.</p>
	<p>Pada suatu pagi yang cerah, Ali dan ayahnya berjalan-jalan di taman dekat rumah mereka. Saat mengitari taman, Ali menunjuk ke sebuah pohon yang tinggi dengan bunga yang berwarna-warni.</p>	<p>One sunny morning, Ali and his father walked in the park near their house. Ali pointed to a tall tree with colourful flowers as they strolled around.</p>
	<p>“Wah, pohon ini cantik sekali!” kata Ali.</p>	<p>“Wow, this tree is so beautiful!” said Ali.</p>
	<p>Lalu ia mendekatinya dan berkata, “Tapi kenapa batangnya bengkok, yah?”</p>	<p>Then he moved closer and asked, “But why is its trunk bent?”</p>
	<p>Ayahnya tersenyum dan berkata “Pohon itu tumbuh sudah lama, dan disaat pohon itu masih kecil, tukang kebun tidak membantunya untuk tumbuh lurus. Sekarang, pohon itu sudah terlalu besar dan sulit untuk diubah.”</p>	<p>His father smiled and said, “This tree has been growing for a long time. When it was small, the gardener didn’t help it grow straight. Now, the tree is too big and hard to fix.”</p>
	<p>Ali berpikir sejenak. “Apakah kita bisa meluruskannya sekarang, yah?” tanyanya.</p>	<p>Ali thought for a moment. “Can’t we make it straight now, Dad?” he asked.</p>
	<p>Ayahnya tersenyum dengan lembut lalu berkata, “Sepertinya sudah sulit, Ali. Batangnya sudah terlalu keras, Ali tahu kan, jika pohon kecil yang baru tumbuh memiliki batang yang lunak, lalu semakin besar batangnya semakin mengeras? Oleh karena itu, penting untuk tumbuh dengan cara yang baik supaya saat besar memiliki jiwa yang kuat untuk selalu berada dalam jalan yang baik”.</p>	<p>His father smiled gently and said, “It might be too hard now, Ali. The trunk is already strong and stiff. You know, when a tree is still small, its trunk is soft, but as it grows, it becomes harder, right? That’s why it’s so important to grow in the right way, so when you’re big, you’ll have a strong heart to always stay on the right path.”</p>
	<p>Ayahnya berlutut dan menatap Ali.</p>	<p>His father knelt down and looked at Ali.</p>
	<p>“Seperti pohon, kita pun harus belajar dan bertumbuh dengan cara yang baik. Akan lebih mudah</p>	<p>“Just like a tree, we need to learn and grow the right way, too. It’s much easier to take care of a tree while it’s still small, give it love, guide it, and treat it well, so that one day, it will grow into a strong and straight tree!”</p>
		<p>Ali nodded. “I want to grow up the right way, too, Dad. Like a strong and straight tree!”</p>

	<p>merawat pohon sejak kecil, diarahkan, di beri perlakuan yang baik, supaya ketika besar menjadi pohon yang kuat dan lurus!”.</p> <p>Ali mengangguk. "Aku juga ingin tumbuh dengan baik, Ayah. Seperti pohon yang kuat dan lurus!"</p> <p>Ayahnya tersenyum dan memeluknya erat. “Dan itulah yang sedang kamu lakukan, anakku.”</p>	<p>His father smiled and gave him a big hug. “And that’s exactly what you’re doing, my boy.”</p>
Alina and the Mirror of the Heart	<p>Alina adalah gadis kecil yang sangat sayang kepada ibunya. Setiap pagi, ia selalu bercermin, menyisir rambutnya, dan memastikan dirinya rapi. Suatu hari, saat ia sedang bercermin, ia berkata pada ibunya,</p> <p>“Bu, apakah aku cantik?”</p> <p>Ibunya tersenyum, lalu duduk di sebelah Alina.</p> <p>“Kamu cantik, sayangku. Namun cantik saja tidak cukup. Yang terpenting adalah memiliki akhlak yang baik”.</p> <p>Alina terdiam, ia belum benar-benar mengerti maksud ibunya.</p> <p>“Apa maksud Ibu?” tanyanya.</p> <p>Sang ibu lalu mengambil sepotong kayu wangi dari lemari. “Ini namanya kayu gaharu. Jika tidak mengeluarkan bau harum, maka orang tidak bisa membedakannya dengan kayu biasa. Begitu juga manusia, Sayang. Jika akhlaknya tidak baik, meskipun wajahnya cantik atau tampan, orang tidak akan menghargainya.”</p> <p>Alina mendengarkan dengan seksama.</p> <p>“Sama seperti ilmu,” lanjut ibunya. “Ilmu itu penting, namun akhlak jauh lebih penting. Karena orang yang berakhlak jauh lebih disukai</p>	<p>Alina was a sweet little girl who loved her mother very much. Every morning, she would look in the mirror, brush her hair, and make sure she looked neat. One day, while looking at herself in the mirror, she asked her mother,</p> <p>“Mom, do I look pretty?”</p> <p>Her mother smiled and sat beside Alina.</p> <p>“You are beautiful, my dear. But being beautiful isn’t enough. The most important thing is having a kind and good heart.”</p> <p>Alina stayed quiet. She didn’t understand what her mother meant.</p> <p>“What do you mean, Mom?” she asked.</p> <p>Her mother took out a piece of fragrant wood from the cabinets.</p> <p>“This is called agarwood. If it doesn’t smell nice, people won’t know it’s special. It will look just like any other piece of wood. People are the same, sweetheart. If someone has bad manners, even if they’re very pretty or handsome, others won’t respect them.”</p> <p>Alina listened carefully.</p> <p>“It’s just like knowledge,” her mother continued. “Knowledge is important, but having good manners</p>

orang lain daripada orang yang mempunyai ilmu saja namun tidak berakhlak”.

Alina menunduk pelan, merenungkan kata-kata ibunya.

Mulai hari itu, Alina tak hanya menjaga kebersihan agar tetap cantik, namun ia juga lebih giat belajar, dan berusaha lebih sopan dan ramah kepada semua orang. Ia menyapa tetangga dengan senyum, membantu teman yang kesulitan, dan selalu mendengarkan nasihat ibu serta gurunya.

Dan orang-orang mulai mengenal Alina bukan karena wajahnya yang cantik tapi karena akhlaknya yang baik dan sikapnya yang sopan.

is more important. Because a person with good manners is much more beloved to others than a person who has knowledge but no manners.”

Alina lowered her head, thinking about her mother’s words.

From that day on, Alina didn’t just stay clean to look pretty, she also studied well and tried to be more polite and kind to everyone. She smiled at the neighbours, helped her friends when they needed it, and always listened to her mother’s and teacher’s advice.

And people started to know Alina not because of her pretty face, but because of her kind heart and polite manners.

Layla and the Toy Chicken

Layla adalah gadis kecil yang periang dan cerdas. Ia sangat disayangi gurunya karena selalu jujur dan memiliki rasa takut kepada Allah. Hal ini membuat teman-temannya penasaran.

“Mengapa Bu Guru lebih sayang pada Layla?”

Tanya mereka.

Bu guru tersenyum mendengar pertanyaan itu, lalu berkata,

“Besok, Ibu akan memberikan kalian tugas istimewa. Siapa yang bisa melakukannya akan Ibu beri hadiah!”

Keesokan harinya, Bu Guru memberi setiap muridnya mainan ayam yang lucu. Ia berkata,

“Sekarang, pergilah ke tempat yang menurutmu paling tersembunyi, lalu sembunyikan mainan ini di tempat yang benar-benar tidak ada yang melihat. Kemudian, kalian kembali kesini lagi”.

Layla was a cheerful and smart little girl. Her teacher liked her very much because she was always honest and had a strong love and respect for Allah. This made her classmates curious.

“Why does Teacher like Layla the most?”

They asked.

The teacher smiled when she heard the question and said,

“Tomorrow, I’ll give you all a special task. Whoever completes it will get a prize!”

The next day, the teacher gave each student a little toy chicken. She said,

“Now, go and find a place where no one at all can see you. Hide this toy chicken where you’re completely alone. Then come back here.”

The children ran off in all directions.

Some hid behind trees, others under tables, and some even inside

<p>Mereka pun berlari ke berbagai penjuru.</p> <p>Ada yang bersembunyi di balik pohon, di bawah meja, bahkan di dalam lemari. Tak lama kemudian, mereka semua kembali sambil tersenyum dan berkata,</p> <p>“Sudah, Bu Guru! Mainan ayamnya sudah disembunyikan, tidak ada yang bisa melihatnya!”</p> <p>Tapi Layla kembali sambil membawa mainan ayamnya.</p> <p>“Layla, kenapa kamu tidak menyembunyikannya?” tanya Bu Guru dengan lembut.</p> <p>Layla menunduk dan menjawab dengan suara yang lirih,</p> <p>“Aku sudah mencari ke berbagai tempat, Bu. Tapi aku tidak bisa menemukan tempat yang benar-benar tidak terlihat oleh siapa pun. Karena... Allah selalu melihatku, di mana pun aku berada.”</p> <p>Bu Guru tersenyum bangga, dan semua murid terdiam mendengar jawaban Layla.</p> <p>“Nah, sekarang kalian sudah tahu, mengapa Ibu sangat menyayangi Layla. Ia selalu ingat bahwa Allah melihat kita, bahkan saat kita sendirian. Ia sangat berhati-hati, jujur, dan tidak pernah lupa kepada Allah.”</p> <p>Sejak hari itu, semua murid ingin menjadi seperti Layla, anak yang baik, jujur, dan selalu ingat kepada Allah di mana pun mereka berada.</p>	<p>cupboards. Soon, they all returned smiling.</p> <p>“We did it, Teacher! No one could see us hiding the toy!”</p> <p>But Layla came back holding her toy chicken.</p> <p>“Layla, why didn’t you hide it?” the teacher asked gently.</p> <p>Layla looked down and replied quietly,</p> <p>“I looked everywhere, Teacher. But I couldn’t find a place where no one could see me. Because... Allah is always watching me, no matter where I go.”</p> <p>The teacher smiled proudly, and all the children fell silent when they heard Layla’s answer.</p> <p>“Now you understand why I care so much for Layla. She always remembers that Allah sees us, even when we’re all alone. She’s careful, honest, and never forgets Allah.”</p> <p>From that day on, all the students wanted to be like Layla, kind, honest, and always remembering Allah wherever they were.</p>
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4.1.3.2 Translation Adjustment

The researcher focused on the bilingual translation process, which aimed to convey the message of the story appropriately and effectively to the target readers, namely children. In this translation process, the researcher endeavoured to maintain

the core meaning of the story without changing the moral message. To achieve this, the researcher applied various translation techniques such as adaptation, generalisation, amplification, reduction, and literal translation. These techniques were used selectively so that the content remains culturally relevant and easily understood by Indonesian children. As a concrete form of the application of these techniques, the researcher presents sample sentences categorised based on the translation techniques, as shown in Table 4.4.

Table 4.4 Translation Adjustment

Translate Technique	Source Language	Target Language
Adaptation	“Wah, pohon ini cantik sekali!” kata Ali.	“Wow, this tree is so beautiful!” said Ali.
Amplification	...tempat yang benar-benar tidak ada yang melihat...	...where no one at all can see you.
Generalisation	...berbagai penjuru...	...in all directions...
Reduction	Alina menunduk <u>pelan</u> , merenungkan kata-kata ibunya.	Alina lowered her head, thinking about her mother’s words.
Literal Translation	Ali anak yang baik hati dan penuh rasa ingin tahu.	Ali was a kind and curious boy.

4.1.4 Preliminary Field Testing

During the preliminary field testing stage, the author conducted an initial validation of the bilingual storybook product developed with the supervising lecturer as the expert validator. This validation aimed to obtain feedback regarding the suitability of the content, presentation structure, and alignment of the book with academic standards and learning needs. Based on the validation results, the book was deemed suitable for use but required several revisions to better align with the guidelines for scientific writing and publishing ethics. The suggested revisions include adding the name of the supervising lecturer in the foreword as a form of appreciation for their contribution to the product development process. Additionally, the validator suggested that a copyright page is not necessary since the book is a final project, not intended for copyright page. The supervisor also emphasised the importance of ensuring that the printed version of the book aligns with the previously determined content sequence and maintains consistency in the spelling of the author's name across various sections such as the cover, about the author, and introduction. The supervisor also suggested writing that this work is

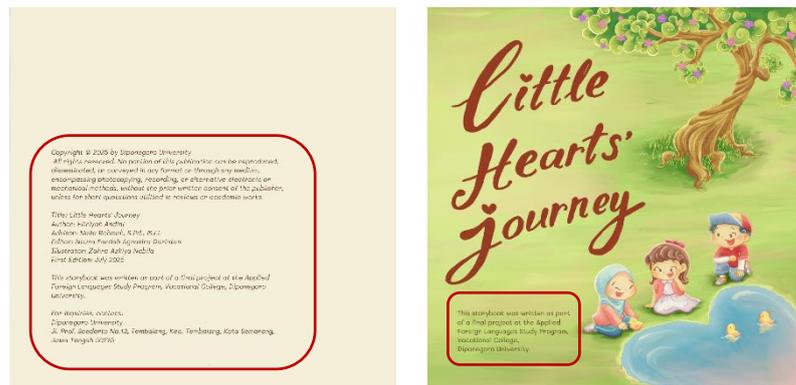


Figure 4.4. Copyright Revision

The researcher also ensured that the printed book was in accordance with the order specified in the manuscript, such as the order of the story, game pages, and other parts that support the readability of the product. Another revision involved the consistency of the author's name, both on the cover, the 'About the Author' page, and in the introduction. And also the addition of the university logo on the front cover page. The revision was made as shown in Figure 4.5.

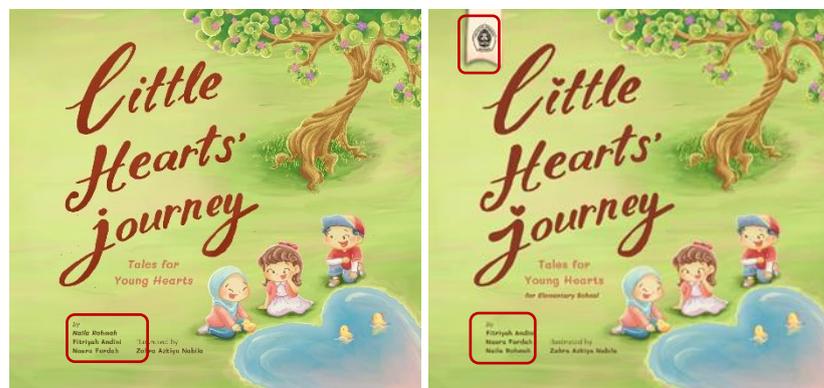


Figure 4.5 Author name and university logo revision

These revisions were made to improve the quality and neatness of the product before it is used in the main field testing and dissemination stages.

4.1.6 Main Field Testing

Field testing was conducted to determine the extent to which the picture storybook product developed could be accepted and understood by students and teachers as the main users. A total of 17 student respondents were selected from

Madinah Munawarrah Boarding School 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 Islam Al Azhar 14 Semarang 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

Teachers feedback was conducted to assess the suitability of the content, language, and design of the storybook that was developed. This process involved media experts, subject matter experts, and language experts to provide objective input and assessment based on their areas of expertise. The teacher feedback specifically came from three English teachers at SD Islam Al Azhar 14 Semarang, who teach in 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 4.5 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

Based on Table 4.5, it can be explained that the feedback of the book's content was carried out through five statements assessed by experts. The results of each question are presented in the form of percentages and qualifications as to whether revisions are necessary or not.

The first question states: 'The storyline and images are adapted to the interests of elementary school students.' This statement received a 100% percentage, meaning that the validators fully agreed that the storyline and illustrations in the book are appropriate for the interests of elementary school students. Therefore, no revisions are needed in this aspect. In fact, the validators stated that the book can already be used starting from Grade 1.

The second question states: "The story is written in simple language so that it is easily understood by students." The percentage result of 87,5% indicates that most validators consider the language used to be sufficiently simple, but there is still room for improvement. Therefore, this statement is qualified as "Revision needed," indicating the need for minor adjustments to make the language more targeted.

The third question concerns the relevance of the story content to elementary school values: "The story content supports the vision and mission of the elementary school." With a percentage of 81,25%, validators assessed that the content is sufficiently relevant but can still be further adjusted to align with the vision and mission of the elementary school. Therefore, this statement is also classified as "Revision needed."

The fourth question assesses the compatibility between the title and the content of the book: "The title of the book reflects the overall content of the story presented." Similar to the previous question, the percentage of 81,25% indicates that the title generally reflects the content of the book, but improvements are needed

to make it more representative. Therefore, revisions are also required for this statement.

The fifth question states: “The appearance of the book emphasises illustration elements rather than narrative text.” This statement received the lowest percentage at 68.75%. This indicates that the validators felt the illustrative elements in the book were too dominant compared to the narrative text. Therefore, this statement requires revision to achieve a better balance between illustrations and text, so that the moral message and story content can be conveyed optimally.

Table 4.6 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

Based on Table 4.6, language validation was carried out through four questions that assessed readability, writing rules, language choice, and the naturalness of dialogue and situations in the book. The following is an explanation of each statement:

The sixth question states “The language used in the book is adjusted to the reading level of students.” This statement received a percentage of 87,5%, indicating that the majority of validators assessed the language in the book as sufficiently appropriate for the students’ reading ability. However, there are still suggestions for improvement, so this statement is classified as “Revision needed”.

The seventh question states “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 is sufficiently in line with PUEBI

guidelines, but it still needs to be reviewed for greater accuracy and consistency. Therefore, this statement also falls under the ‘Revision needed’ category.

The eighth question states “The choice of language in the book feels natural and not contrived.” With the same percentage of 81,25%, the experts assessed that the language in the book feels sufficiently natural, but there are certain parts that may need to be adjusted to avoid sounding stiff or contrived. Therefore, revision is still required to improve those sections.

The ninth question states “The dialogues and situations presented in the book sound realistic and by daily life.” The percentage obtained is also 81,25%, indicating that the dialogues and situations in the story sufficiently reflect daily life. However, revisions are needed to make them more grounded and appropriate for the context of children’s lives, especially in terms of local culture and customs.

Table 4.7 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 validated through four statements, which included the appropriateness of the meaning of terms, simplicity of language, grammatical accuracy, and students' understanding of the translation.

The tenth question states ‘The use of English terms is adjusted to the correct meaning.’ This statement received a score of 87,5%, indicating that, in general, the use of English terms is consistent with the correct meaning. However, there are still some parts that require improvement, so it is classified as ‘Revision needed.’

The eleventh question states, “The translation into English uses simple and understandable language.” This statement received the highest percentage in this table, 93,75%, meaning that most validators agree that the translation uses simple

and easy-to-understand English. Therefore, this statement is classified as “No revision needed.”

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

The thirteenth question states ‘Students easily understand the translation.’ With a score of 87.5%, most validators assessed that the translation is sufficiently understandable for fifth-grade students. However, some parts still seem to need simplification or adjustment to make them easier for children to understand, so the qualification remains ‘Revision needed.’

Table 4.8 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 contains two statements that evaluate the presence of character values in the story and their relevance to the lives of primary school students.

The fourteenth question states ‘The characters in the story contain character-building values.’ This statement received a score of 93,75%, indicating that the majority of validators assessed that the characters in the story reflect character-building values, such as honesty, responsibility, and respect. Therefore, this aspect is considered good and does not require revision.

The fifteenth question states “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 assessed that the moral messages conveyed are highly contextual and closely aligned with the daily experiences of primary school students. This is important for effectively supporting character development in children through stories. The qualification for this statement is ‘No revision needed.’

Table 4.9 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 4.9 Storybook Design explains the results of the validation of the storybook design based on five questions asked to the validators:

The sixteenth question states ‘The book comes with a table of contents.’ This statement received a score of 93,75%, indicating that almost all validators agreed that the book clearly included a table of contents. With this result, this aspect is categorised as “No revision needed” as it already meets the criteria for good book design and helps readers navigate the book’s content.

The seventeenth question states “The font size in the book is easy to read and visible.” This statement received a score of 75%, indicating that there are still shortcomings in the readability of the font. Validators assessed that the font size is not yet fully optimal and may affect reading comfort, especially for children. Therefore, this statement is categorised as “Revision needed”.

The eighteenth question states “The illustrations help clarify the characters in the story.” This statement achieved a score of 93,75%, indicating that the images in the book have successfully helped clarify the characters in the story. This result shows that the visual elements used are on target and received an evaluation of “No revision needed.”

The nineteenth question states “The page layout is adjusted to the students’ reading ability.” With a percentage of 81,25%, the layout or page design of the book is sufficiently aligned with the students’ reading ability. 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 states ‘The use of colours and characteristics of the illustrations describes the characters well.’ This statement received a score of 87.5%, indicating that the use of colours and characteristics of the illustrations is considered successful in depicting the characters in the story. However, there are still suggestions for improvement from the validator, so it is rated as ‘Revision needed.’

Feedback from the Vice Principal for Curriculum showed a positive response to the development of this bilingual storybook. In an interview, he said that books containing stories with moral values and using simple language are needed to support character learning and language skills in students. According to him, books like this are an important complement to the teaching and learning process, especially because they combine Islamic values and English language development. He emphasised that the school is very open to the use of teaching materials that are contextual and relevant to the vision of education 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

Table 4.10 below shows the results of the validation test conducted on students as the main respondents in the development of this storybook product. This validation test aims to determine students' responses to the story content, language use, illustrations, and presentation of the book, which has been adapted to the characteristics of child readers. In addition, the students who were respondents in this research also underwent a testing process to ensure that their language skills had reached level A2 based on the CEFR standard. The data obtained was used to evaluate the extent to which this book was interesting, easy to understand, and in line with the needs and developmental levels of the students as the target readers.

The questionnaire results presented below were collected from 17 students of Madinah Munawwarah Boarding School.

Table 4.10 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%	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 colour, style, and look for the storyline?	100%	No revision needed

Based on Table 4.10, out of the 15 statements presented to the students, 14 statements received a 100% agreement response, and only 1 statement received a score of 71%. These results indicate that most aspects of the book received very positive responses from students as the target readers. Therefore, 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, an average percentage of 98% was obtained from a total of 15 statements, indicating that the majority of students (17 respondents) agreed with the aspects tested in this storybook. This very high percentage serves as an indicator that both the content of the story and the illustrations presented are well-received by students as the target readers. Therefore, no revisions are necessary to the content or appearance of the book, as all elements already align with the needs and characteristics of children as the target audience. 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

The validation test for the product was conducted by three English teachers at SD Islam Al Azhar 14 and supervision lecturer. Based on the evaluation results provided by the validators, there were several inputs and suggestions for improving this bilingual book to make it more effective and suitable for the learning needs of elementary school children.

The validators suggested that educational games such as crosswords and word searches be given clearer and more structured instructions. The addition of these instructions is considered important to help students understand how to play the games, especially for children who are new to this type of game. Figure 4.1 shows the revisions made regarding the addition of instructions to the games.

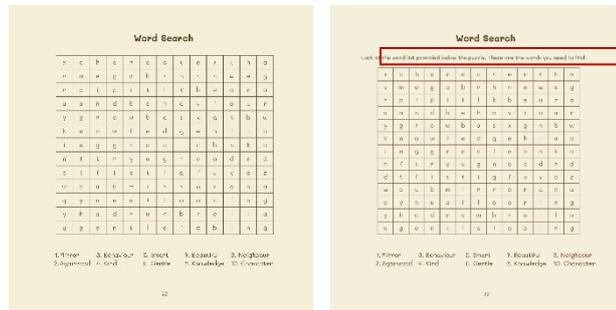


Figure 4.6 Revision instruction game

The expert validators also suggested that the book be equipped with an audio feature to help students pronounce the English vocabulary in the book, especially on the vocabulary pages. The audio can be accessed via a barcode (QR code) located at the back of the book. With this audio, students can learn word pronunciation independently and more interactively. Figure 4.2 illustrates the addition of a QR code to the vocabulary page.

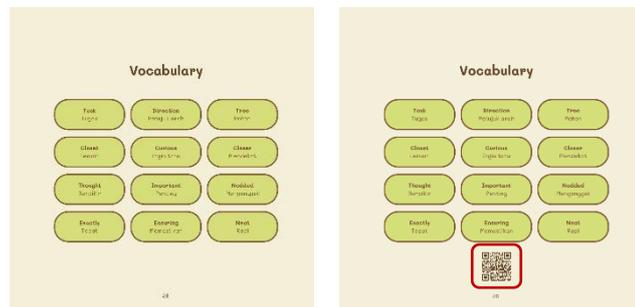


Figure 4.7 Adding the QR code

In addition, on the front page, the validators suggested that there should be information about the age range, grade level, or reader level that is suitable for the content of the book. The addition of this information is intended so that the book can be used appropriately, so that teachers or parents can adjust the content of the book to the development and understanding of the child. Figure 4.3 illustrates the addition of book levels on the cover page.

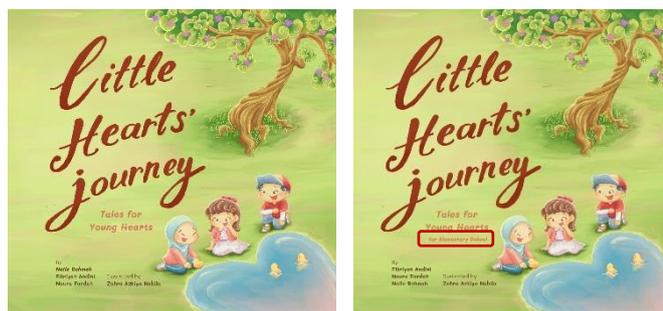


Figure 4.8 Adding the level

In addition to the above suggestions, teachers also gave positive feedback on the content and appearance of the book. The book's content was considered very good because it contained moral values appropriate for children, such as respecting parents and teachers and saying thank you. The language used in the book was also deemed appropriate and suitable for the reading level of children. The validators even stated that the book could be used as early as first grade. In terms of design, they appreciated the book's layout, illustrations, and colour choices, which were deemed attractive and child-friendly.

4.1.8 Disseminating and Implementing

The book was distributed to two educational institutions that served as testing and validation sites for the product: SD Islam Al Azhar 14 Semarang and Madinah Munawarrah Boarding School, Semarang. The selection of these two locations was based on their active involvement in the validation process and their shared vision and mission in supporting values-based Islamic education and the integration of character education into teaching and learning activities. At SD Islam Al Azhar 14 Semarang, the book received by English teachers who had previously evaluated the story content, language, translation, character values, and book design. At Madinah Munawarrah Boarding School, the book was presented to students who served as readability test respondents and to school administrators as part of the collaborative development of teaching materials inspired by the book *Akhlaq lil Banin*.

4.2 Discussion

Based on the results of implementation and validation, *Little Hearts' Journey* book has been assessed as meeting the criteria for child-friendly English language learning media. The results of a questionnaire given to students showed that 98% of them agreed with the content and appearance of the book. This indicates that the book is well received by students in terms of language, illustrations, moral content, and bilingual format. Additionally, feedback from expert validators, three English teachers from SD Islam Al Azhar 14 and the lecturer, reinforces the validity of this book 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.

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.

By considering this feedback, the book not only conveys moral values and vocabulary enrichment in two languages but also promotes more enjoyable, interactive, and contextual learning. This research reinforces the findings of several previous studies that emphasise the effectiveness of storytelling methods in moral education and language learning for children. Arsi, Lukman, and Cikdin (2022) show that stories can create a pleasant learning atmosphere and make it easier for children to understand and apply moral values in their daily lives, although they also identify obstacles such as time constraints and a lack of story sources. Oktavia and Madya (2021) added that picture stories can enhance children's understanding of moral and religious values and help them apply these values in real life. Halim and Munthe (2019), through the development of the book '*Layanilah dan*

Cintailah' (Serve and Love), emphasised the importance of the appropriateness of language, stories, and illustrations to children's age development.

However, although these three studies make important contributions, there are still gaps in the development of bilingual picture storybooks that combine moral values and foreign language learning. Therefore, this research aims to fill this gap by presenting *Little Hearts' Journey*, a bilingual storybook based on moral values from *Akhlaq lil Banin*, which is designed for students with A2 CEFR proficiency levels. 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.