



Islamic Pop-Up Book Development to Improve The Morals of Children Aged 5-6 Years

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Abstract

Abilities that must be developed in children's potential, namely education about good and bad behavior that is the basis of children's social life. Early childhood moral development is very important to form an attitude of discipline, responsibility, politeness, and the ability to respect others. However, the moral development of children aged 5-6 years is still not optimal, characterized by behavior of teasing each other, lack of discipline, breaking rules, and lack of respect for friends and teachers. In addition, the use of learning media in kindergarten is still limited and does not utilize interactive visual media that is interesting for children. This study aims to determine the feasibility and effectiveness of the development of Islamic Pop-Up Book media in improving the morale of children aged 5-6 years. This study used the Research and Development (R&D) method with the ADDIE development model which includes the stages of analysis, design, development, implementation, and evaluation. Data collection techniques were carried out through observation, interviews, and questionnaire validation. Product validation was carried out by two media expert validators and material experts as well as five certified kindergarten educators. The results showed that the Islamic Pop-Up Book media received a very good rating, with a validation percentage of 93.06% from validator I, 91.67% from validator II, and 97.73% from educators. This media effectively provides an engaging learning experience through visualization of Islamic stories and instills moral values in children's daily lives.

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Introduction

According to the National Education System Law Number 20 of 2003, education aims to develop individuals' abilities, shape noble character and civilization, enhance the quality of national life, and foster students' potential to become faithful, pious, knowledgeable, competent, creative, independent, democratic, and responsible citizens (Sutarjo, 2021). Moral Development Serves As An Essential Foundation In Children's Growth Because It Helps Them Act In Accordance With Social Values, Regulate Their Impulses, And Demonstrate Empathy And Cooperation With Their Peers. In Line With These Objectives, The Government Has Introduced Policy Reforms To Improve The Quality And Relevance Of Education Through The Regulation Of The Minister Of Education, Culture, Research, And Technology (Permendikbudristek) Number 12 Of 2024 Regarding The Curriculum For Early Childhood, Primary, And Secondary Education. This Regulation Emphasizes An Adaptive And Student-Centered Curriculum That Promotes The Holistic Development Of Competencies, Including Attitudes, Knowledge, And Skills.

Specifically for Early Childhood Education (ECE) or in another words *Pendidikan Anak Usia Dini (PAUD)*, learning is directed toward stimulating children's overall development through contextual, enjoyable, and developmentally appropriate activities, thereby fostering a generation that is character-driven, competent, and ready to face the challenges of the modern era (Wati et al., 2025). The learning outcomes in Early Childhood Education (ECE) are formulated into three main domains, namely: (1) religious and moral values, which focus on developing children's spiritual, moral, and social character. (2) self-identity, which focuses on the development of independence, self-regulation, and awareness of personal and social identity. (3) the fundamentals of literacy, mathematics, science, technology, engineering, and the arts (STEAM), which are designed to stimulate critical, creative, and logical thinking as well as problem-solving skills as a foundation for readiness to learn at subsequent educational levels (Wikaningtyas & Nasir, 2024).

The Learning Outcomes (Los) of the foundation phase within the Self-Identity element emphasize the development of children's character and moral values through the ability to recognize themselves, regulate emotions, and establish healthy social relationships. Within this element, morality is not merely understood as knowledge of right and wrong but is manifested concretely in daily attitudes and behaviors, such as recognizing one's own feelings and those of others, expressing emotions appropriately, and applying simple strategies to regulate emotions when facing problems (Kemendikdasmen, 2022). Through the Self-Identity Learning Outcomes, moral development is also strengthened through the habituation of positive behaviors, adherence to rules, and adjustment to norms within the home, school, and community. This habituation fosters discipline, responsibility, and respect for differences, enabling children to develop into individuals with strong character, ethical values, and the ability to live harmoniously within their social environment.

Moral values constitute an important aspect of child development because they contribute significantly to character formation. Through this approach, children are expected to develop strong values and become better prepared to face future challenges (Hidayat & Nurlatifah, 2023). Understanding morality is therefore essential. According to Suseno (Kurnia, 2015) morality serves as a measure of a person's goodness or badness as an individual, a member of society, and a citizen, while moral education aims to develop individuals who are both moral and humane. Similarly, Ouska

and Whellan (Ibrakhimova, 2024) define morality as principles of right and wrong that are inherent within individuals while remaining embedded within a system of rules.

Morality is one of the essential capacities that should be developed in children, as it concerns education regarding appropriate and inappropriate behavior. In the context of moral development, morality regulates actions that are considered good and should be practiced, while also relating to the ability to distinguish between right and wrong. Therefore, morality functions as a guide for human behavior (Ajeng, 2024). Moral behavior can be categorized into two forms: moral behavior and immoral behavior. Immoral or non-moral behavior refers to actions displayed due to indifference toward social expectations and may occur because individuals have not yet understood the moral rules or standards existing within their environment, resulting in unintentional misconduct.

Children's moral behavior represents the manifestation of an individual's ability to distinguish and internalize values of right and wrong acquired through social environments, interactions with parents, teachers, peers, and surrounding cultural experiences. Previous studies indicate that the development of moral behavior is influenced by various factors, including family and school educational practices, social interactions, and environmental stimulation that encourages children to express empathy, honesty, and responsibility (Cholimah et al., 2023). Santrock (2011) explains that failure to instill moral values during early childhood may result in limited self-control, increased involvement in conflicts, and difficulties adapting to social norms in school and society (Hamdi et al., 2022). Furthermore, (Handayani & Wirman, 2022) state that children aged 5–6 years demonstrate moral characteristics such as respecting others, displaying politeness, showing responsibility, and practicing discipline, which indicate the emergence of moral value development during this stage.

A lack of moral practice and habituation during early childhood may negatively affect children's personality development and social behavior. Children who do not receive systematic moral education tend to experience difficulties in internalizing values such as honesty, discipline, responsibility, and mutual respect (Maqbulah et al., 2025). This phenomenon was evident from preliminary observations conducted in a kindergarten in *Pekanbaru*, where many children were found teasing their peers, displaying hostility toward classmates, hitting others, violating classroom and school rules, engaging in dishonest behavior, and experiencing difficulties listening to and paying attention to teachers during lessons. One approach to fostering moral development in early childhood is through learning activities, which require appropriate instructional media. This is consistent with the principles of early childhood education (Kiromi & Fauziah, 2018). Learning media refer to educational tools or resources used by educators to convey information to learners with the objective of facilitating understanding and comprehension (Muzayanati & Nugraheni, 2023).

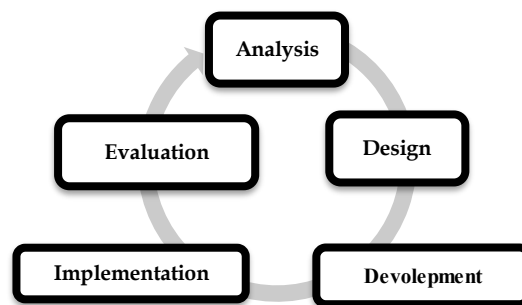
The use of such media has been shown to improve children's moral skills by presenting learning materials in ways that are engaging, interactive, and easily understood. The development of instructional media in early childhood education represents a strategic effort to optimize various aspects of child development, particularly moral development. To date, the use of pop-up books in educational settings has largely focused on stories of prophets and messengers, fairy tales, fantasy stories, and general educational content. Although these materials possess educational value, their presentation remains primarily narrative and does not fully connect moral values with children's real-life experiences. This condition highlights the need for instructional media that are not only visually appealing but also more contextualized in fostering moral values among children aged 5–6 years (Dian Ardayani, 2021).

Based on these issues, the development of pop-up books should be directed toward creating new stories that incorporate fundamental moral values, such as honesty, friendship, respect for parents,

sharing, and helping others. These values serve as essential foundations for children's character development and should be instilled from an early age. Through stories that are closely related to children's daily lives, the process of internalizing moral values is expected to become more effective, as children are able to relate the content of the stories to their experiences within family and school environments. Therefore, pop-up books function not only as entertainment media but also as educational tools that meaningfully support children's moral development (Nisa et al., 2018). A pop-up book is an engaging learning medium that contains attractive three-dimensional objects that emerge when the pages are opened, making it particularly appealing to children. This type of book is constructed from folded paper arranged into various interactive and visually appealing components (Windayati et al., 2024).

Methods

This Study Employed The Research And Development (R&D) Method, Which Begins With The Collection Of Needs-Based Information Through Preliminary Research And Is Followed By Product Development And Effectiveness Testing (Haryati, 2012). In This Study, The Addie Development Model Was Utilized, Consisting Of Five Stages: Analysis, Design, Development, Implementation, And Evaluation (Maryam, 2019). The Addie Model Is A General, Systematic, And Practical Approach To Instructional Development Introduced By Reiser And Mollenda (Wulandari, 2018).



Picture 1. The ADDIE Model

The data obtained from observations, interviews, and questionnaires were organized systematically and subsequently analyzed. According to Sugiyono, the data were analyzed using descriptive data analysis. Descriptive data analysis was employed to determine the evaluation results provided by the validators as well as students' responses to the developed product. Furthermore, the percentage score of the assessment results was calculated using the following formula:

$$\rho = \frac{x}{x_{maks}} \times 100\%$$

Where:

ρ = Percentage of assessment results

x = Obtained score

x_{maks} = Maximum score

The validation feasibility test was conducted using a questionnaire that had been developed according to the scoring criteria presented in the following table:

Table 1. Feasibility Scale Table

No	Score	Category
1	76% - 100%	Very Feasible
2	51% - 75%	Feasible
3	26% - 50%	Fairly Feasible
4	0% - 25%	Not Feasible

Results and Discussions

The Development Research Conducted In This Study Resulted In The Creation Of An Islamic Pop-Up Book Designed To Improve The Moral Development Of Children Aged 5-6 Years. The Book Was Printed On A3-Sized Linen Paper. During The Analysis Stage, The Researcher Identified Learning Needs Through Observations And Interviews. The Analysis Results Indicated That Children's Moral Development Had Not Yet Been Optimal, As Reflected In Behaviors Such As Teasing Peers, Demonstrating A Lack Of Discipline, Violating Rules, And Showing Insufficient Respect Toward Friends And Teachers. In Addition, The Use Of Learning Media Was Still Limited And Had Not Incorporated Interactive Visual Media Such As Pop-Up Books. Based On These Findings, It Was Necessary To Develop An Islamic Pop-Up Book Containing Moral Values Such As Honesty, Politeness, Helpfulness, And Respect For Parents And Teachers. During The Design Stage, The Researcher Developed A Pop-Up Book Concept That Incorporated Islamic Moral Values Appropriate For Children Aged 5-6 Years. The Design Process Included Determining Moral Learning Objectives, Selecting Islamic Story Themes And Subthemes, Organizing Storylines, Using Simple Language, And Designing Attractive, Safe, And Child-Friendly Illustrations.

**Picture 2.** Pop-Up Book Design**Picture 3.** Product Development

1. Validation By Media Experts And Material Experts

Validation Conducted By Media Experts And Material Experts Is An Important Stage In Research And Development (R&D) Studies To Determine The Feasibility Of A Product Before It Is Implemented In The Learning Process. According To (Ariyani et al., 2023) Expert Validation Aims To Ensure That The Developed Media Are Appropriate For The Needs And Characteristics Of Early Childhood Learners And Are Therefore Suitable For Educational Use. The Developed Product Was Validated By Media Experts And Material Experts Who Possessed Expertise In Their Respective Fields. The Validation Process Involved Two Expert Validators, Namely Za And Nm. The Expert Validation Was Conducted In One Stage. Subsequently, The Product Was Validated By Five Certified Kindergarten Teachers. The Validation Process Was Carried Out In May 2026. The Results Of The Media Expert And Material Expert Validation Are Presented In The Following Table:

Table 2. Validation And Media Experts I

No	Aspect	Factual Score	Ideal Score	Percentage	Category
1	Visualization	4	4	100%	Very Feasible
2	Readability	4	4	100%	Very Feasible
3	Color Harmony	4	4	100%	Very Feasible
4	Interactive Media	4	4	100%	Very Feasible
5	Media Attractiveness	4	4	100%	Very Feasible
6	Page Layout	3	4	75%	Feasible
7	Pop-Up Design	3	4	75%	Feasible
8	Pop-Up Structure	4	4	100%	Very Feasible
9	Creativity	4	4	100%	Very Feasible
10	Story Integrity	3	4	75%	Feasible
11	Media Safety	4	4	100%	Very Feasible
	Total	41	44	93,18%	
	Average Score			3,73	
	Category			Very Feasible	

Table 3. Subject Matter Expert Validation I

No	Aspect	Factual Score	Ideal Score	Percentage	Category
1	Content Appropriateness	3	4	75%	Feasible
2	Age Appropriateness	4	4	100%	Very Feasible
3	Alignment with Islamic Values	4	4	100%	Very Feasible
4	Cohesion of Content	3	4	75%	Feasible
5	Language	4	4	100%	Very Feasible
6	Relevance	4	4	100%	Very Feasible
7	Story Coherence	4	4	100%	Very Feasible
	Total	26	28	92,86%	
	Average Score			3,71	
	Category			Very Feasible	

Based on the results of the first media expert validation presented in Table 2, a factual score of 41 out of an ideal score of 44 was obtained, resulting in a percentage of 93.18% and an average score of 3.73, which was categorized as very feasible. Most aspects, including visualization, readability, color harmony, interactivity, visual appeal, pop-up structure, creativity, and media safety, were rated as very feasible with a percentage of 100%. Meanwhile, the aspects of page layout, pop-up design, and story coherence obtained a percentage of 75% and were categorized as feasible. Similarly, the results of the first material expert validation presented in Table 3 obtained a factual score of 26 out of an ideal score of 28, resulting in a percentage of 92.86% and an average score of 3.71, which was also categorized as very feasible. The aspects of age appropriateness, suitability of Islamic values, language, relevance, and story integration were rated as very feasible with a percentage of 100%. In contrast, the aspects of content appropriateness and material alignment obtained a percentage of 75% and were categorized as feasible. Therefore, it can be concluded that both the media and the instructional content developed in this study were highly feasible for implementation, although several aspects still required minor improvements to further optimize their quality. Accordingly, the developed media were declared very feasible for use in the learning process.

Table 4. Subject Matter Expert Validation Ii

No	Aspect	Factual Score	Ideal Score	Percentage	Category
1	Visualization	3	4	75%	Feasible
2	Readability	3	4	75%	Feasible
3	Color Harmony	4	4	100%	Very Feasible
4	Interactive Media	3	4	75%	Feasible
5	Media Attractiveness	4	4	100%	Very Feasible
6	Page Layout	4	4	100%	Very Feasible
7	Pop-Up Design	4	4	100%	Very Feasible
8	Pop-Up Structure	3	4	75%	Feasible
9	Creativity	4	4	100%	Very Feasible
10	Story Coherence	3	4	75%	Feasible
11	Media Safety	3	4	75%	Feasible
	Total	38	44	86,36%	
	Average Score			3,45	
	Category			Sangat Layak	

Tabel 5. Subject Matter Expert Validation Ii

No	Aspect	Factual Score	Ideal Score	Percentage	Category
1	Content Appropriateness	4	4	100%	Very Feasible
2	Age Appropriateness	4	4	100%	Very Feasible
3	Alignment with Islamic Values	4	4	100%	Very Feasible
4	Cohesion of Content	4	4	100%	Very Feasible
5	Language	4	4	100%	Very Feasible
6	Relevance	4	4	100%	Very Feasible
7	Story Coherence	4	4	100%	Very Feasible

Total	28	28	100%
Average Score		4,00	
Category		Very Feasible	

Based on the results of the Media Expert II validation presented in Table 4, a factual score of 38 out of an ideal score of 44 was obtained, resulting in a percentage of 86.36% and an average score of 3.45, which was categorized as very feasible. The aspects of color harmony, visual appeal, page layout, pop-up design, and creativity were categorized as very feasible, each obtaining a percentage of 100%. Meanwhile, the aspects of media visualization, media readability, interactivity, pop-up structure, story coherence, and media safety obtained a percentage of 75% and were categorized as feasible. Meanwhile, the results of the Material Expert II validation presented in Table 5 obtained a factual score of 28 out of an ideal score of 28, resulting in a percentage of 100% and an average score of 4.00, which was categorized as very feasible. All assessment aspects, including content appropriateness, age appropriateness, suitability of Islamic values, material alignment, language, relevance, and story integration, obtained a percentage of 100% and were categorized as very feasible. Thus, it can be concluded that the developed media and materials were highly feasible for use as learning media. This finding indicates that the developed media possessed excellent quality and were suitable for use as instructional media to support the moral development of children aged 5-6 years.

2. Validation Of Educator Assessments

Table 6. Validation Of Educator Assessments

No	Indikator	Assessment Score				
		Fs	Ns	Hn	An	Mm
1	Media Visualization	4	4	4	4	4
2	Media Readability	4	4	3	3	4
3	Color Harmony	4	4	4	4	4
4	Interactive Media	4	4	4	4	3
5	Media Attractiveness	4	4	4	4	4
6	Page Layout	4	4	4	4	4
7	Media Design	4	4	4	4	3
8	Media Structure	4	4	4	4	3
9	Creativity	4	4	4	4	4
10	Story Coherence	4	4	4	4	4
11	Safety	4	4	4	4	4
	Total Score	44	44	43	43	41
	Percentage	100%	100%	98%	98%	93%
	Average Percentage			97.73%		
	Feasibility Level			Very Feasible		

The assessment conducted by the kindergarten teacher validators showed that Mrs. FS obtained a percentage of 100%, categorized as "Very Feasible." Similarly, Mrs. NS obtained a percentage of 100%, categorized as "Very Feasible." HN obtained a percentage of 98%, categorized as "Very Feasible," while Mrs. AN obtained a percentage of 98%, also categorized as "Very Feasible." Furthermore, MM obtained a percentage of 98%, categorized as "Very Feasible." The overall average

percentage score was 97%, which fell into the "Very Feasible" category. This research was conducted at a kindergarten located in *Pekanbaru* City. The product developed in this study was an Islamic Pop-Up Book designed to improve the moral development of children aged 5–6 years.

The results of the study indicated that the developed Islamic Pop-Up Book was feasible for use as a learning medium to improve the moral development of children aged 5–6 years. This medium was able to provide an engaging learning experience through the visualization of Islamic stories, interactive design features, and the presentation of moral values that were relevant to children's daily lives. The use of pop-up media also increased children's interest and attention during learning activities, making the process of instilling moral values more effective. In addition, these medium helped teachers deliver moral education materials in a more concrete, enjoyable, and understandable manner for young children.

The development of learning media should have clear objectives and be aligned with children's developmental needs. In early childhood education, learning media function as tools that help children understand concepts concretely, attract their attention, and increase their involvement in the learning process (Rupnidah & Suryana, 2022). Learning media refer to anything that can be used to convey messages and stimulate learners' thoughts, feelings, attention, and interests during learning activities. The appropriate use of learning media can create an enjoyable learning environment and help achieve learning objectives optimally (Humairah, 2022).

Early childhood education applies the principle of learning through play; therefore, learning media should be engaging and appropriate to children's characteristics. One medium that can be utilized is the Islamic Pop-Up Book, a three-dimensional visual medium capable of providing concrete and interactive learning experiences. This medium was developed to introduce Islamic values while simultaneously enhancing the moral development of children aged 5–6 years. According to Lickona (Damariswara et al., 2021), moral education encompasses three main aspects: moral knowing, moral feeling, and moral action. Therefore, moral messages should be presented in an engaging manner so that they can be easily understood and applied by children. The Islamic Pop-Up Book contains stories and illustrations depicting commendable behaviors, such as honesty, discipline, responsibility, helpfulness, and respect for parents and teachers. This is supported by the findings of Sari (Maryani, 2022) which indicate that pop-up media can improve children's attention, learning motivation, and understanding of learning materials. Therefore, the development of the Islamic Pop-Up Book is expected to become an effective learning medium for instilling religious and moral values in early childhood.

3. Effectiveness

The results of the effectiveness test, conducted using a paired-samples t-test, were used to assess the effectiveness of the intervention by comparing the means before and after the intervention. In other words, the paired-samples t-test analyzed the pre- and post-intervention data to determine the effectiveness of using the Islamic Pop-Up Book in improving the moral development of young children in the areas of Moral Knowing, Moral Feeling, and Moral Action.

Table 7. T Test Moral Knowing

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest								
	-	-3.23333	1.69550	.30955	-3.86644	-7.234	-	29	.000
	Posttest						10.445		

Based on the results of the Paired Sample t-test on the Moral Knowing aspect, both the control group and the experimental group showed significant improvements between the pretest and posttest scores. In the control group, the mean difference was -3.233, with $t = -10.445$ and Sig. (2-tailed) = $0.000 < 0.05$, indicating that children's moral knowing improved after the learning process.

Table 8. Paired Samples t-Test Results of Pretest and Posttest Scores

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-8.485	3.528	.614	-9.736	-7.234	-13.817	32	.000

Meanwhile, in the experimental group, the mean difference was -8.485, with $t = -13.817$ and Sig. (2-tailed) = $0.000 < 0.05$, indicating a significant improvement in moral knowing after the implementation of the Islamic Pop-Up Book. When comparing the average improvement scores, the experimental group demonstrated a greater increase than the control group, with an improvement of 8.485 compared to 3.233. These findings indicate that the Islamic Pop-Up Book was more effective in improving the moral knowing of young children than the learning approach used in the control group. This result is consistent with Thomas Lickona's theory, which states that moral knowing serves as the foundation of character development before children are able to internalize and apply moral values in their daily lives. Through its attractive and concrete visual presentation, the Islamic Pop-Up Book helped children understand and internalize the moral values being taught more easily (Darwanti et al., 2025).

Table 9. T Test Moral Feeling

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-2.43333	1.40647	.25679	-2.95852	1.908157	-9.476	29	.000

Based on the results of the Paired Sample t-test on the Moral Feeling aspect, both the control group and the experimental group showed significant improvements between the pretest and posttest scores. In the control group, the mean difference was -2.433, with $t = -9.476$ and $\text{Sig. (2-tailed)} = 0.000 < 0.05$. These results indicate that there was an improvement in children's moral feeling after participating in the learning activities provided.

Table 10. Paired Samples t-Test Results of Pretest and Posttest Scores

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest	-			-	-	-		
	-								
	Posttest	1.09091E1	2.21308	.38525	11.69382	10.12437	28.317	32	.000

For the Moral Feeling aspect, the results of the Paired Sample t-test in the experimental group showed a significance value of $0.000 < 0.05$, with $t = -28.317$ and a mean difference of -10.909. Based on the average improvement scores, the experimental group demonstrated a substantially greater increase than the control group, with an improvement of 10.909 compared to 2.433. This difference indicates that the use of the Islamic Pop-Up Book contributed more significantly to improving the moral feeling aspect of young children than the learning approach implemented in the control group. These findings suggest that the Islamic Pop-Up Book helped children develop moral feelings, such as empathy, caring, responsibility, and awareness of behaving in accordance with the moral values being taught. Thus, the Islamic Pop-Up Book can be considered effective in improving the moral feeling of young children, as it provides a more engaging, interactive, and meaningful learning experience that encourages children's emotional involvement in understanding moral and Islamic values.

Tabel 11. T Test Moral Action

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-2.43333	1.40647	.25679	-2.95852	1.908157	-9.476	29	.000

Based on the results of the Paired Sample t-test on the Moral Action aspect, both the control group and the experimental group showed significant improvements between the pretest and posttest scores. In the control group, the mean difference was -3.367, with $t = -12.718$ and $\text{Sig. (2-tailed)} = 0.000 < 0.05$. These results indicate that there was an improvement in children's moral action after participating in the learning process provided.

Table 12. Paired Samples t-Test Results of Pretest and Posttest Scores

		Paired Differences						t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
Pair					Lower	Upper				
1	Pretest	-			-	-	-	33.371	32	.000
	Posttest	1.04848E1	1.80488	.31419	11.12483	9.84487				

Meanwhile, in the experimental group, the mean difference was -10.485, with $t = -33.371$ and $\text{Sig. (2-tailed)} = 0.000 < 0.05$, indicating a highly significant improvement in children's moral action following the implementation of the Islamic Pop-Up Book. Based on the average improvement scores, the experimental group demonstrated a substantially greater increase than the control group, with an improvement of 10.485 compared to 3.367. These findings indicate that the Islamic Pop-Up Book was more effective in improving the moral action of young children than the learning approach implemented in the control group.

This medium not only helped children understand moral values but also encouraged them to apply these values in their daily behavior. Therefore, the Islamic Pop-Up Book can serve as an effective learning medium for developing children's moral behavior through engaging, concrete, and age-appropriate learning experiences. The results of this study showed that the Islamic Pop-Up Book was effective in improving young children's moral knowing, moral feeling, and moral action. These findings are also consistent with Thomas Lickona's theory, which states that character development encompasses moral knowledge, moral feelings, and moral actions that should be developed in an integrated manner. Through its attractive and concrete visual presentation, the Islamic Pop-Up Book helped children understand moral values, fostered emotional engagement, and encouraged the application of moral behavior in everyday life.

The findings of this study are supported by previous research indicating that pop-up book media can enhance children's attention, motivation, and understanding through interactive three-dimensional visual presentations (Sihombing et al., 2025). Furthermore, (U. Hasanah et al., 2025) stated that the Islamic Pop-Up Book is effective in helping children internalize moral and Islamic values. Therefore, the Islamic Pop-Up Book can be considered an effective learning medium for developing young children's moral knowing, moral feeling, and moral action.

Conclusion

Based on the results of the research and development process, it can be concluded that the Islamic Pop-Up Book learning media designed to improve the moral development of children aged 5–6 years was successfully developed using the ADDIE model, which consists of the Analysis, Design, Development, Implementation, and Evaluation stages. During the Analysis stage, it was found that

children's moral development had not yet been optimal, as indicated by behaviors such as teasing peers, lack of discipline, violation of rules, and insufficient respect toward friends and teachers. In addition, the learning media used in the classroom were limited and had not incorporated interactive visual media that were attractive to young children. Therefore, an Islamic Pop-Up Book was developed to incorporate Islamic moral values such as honesty, politeness, helpfulness, respect for parents and teachers, and discipline through engaging stories and three-dimensional visualizations.

The validity test results showed that the Islamic Pop-Up Book achieved a very high level of feasibility. Media expert validation obtained percentages of 93.18% and 86.36%, both categorized as very feasible, while material expert validation obtained percentages of 92.86% and 100%, also categorized as very feasible. Furthermore, the assessment conducted by five certified kindergarten teachers yielded an average percentage of 97.73%, which was categorized as very feasible. These findings indicate that the developed media met the criteria of visual quality, content appropriateness, suitability of Islamic values, readability, safety, and instructional attractiveness, making it suitable for use as a moral learning medium for early childhood education.

The effectiveness test results showed that both the control group and the experimental group experienced significant improvements in the aspects of moral knowing, moral feeling, and moral action, with significance values of $0.000 < 0.05$. However, the improvement achieved by the experimental group using the Islamic Pop-Up Book was substantially greater than that of the control group. In the moral knowing aspect, the experimental group showed an average improvement of 8.485 compared to 3.233 in the control group. In the moral feeling aspect, the improvement was 10.909 compared to 2.433, while in the moral action aspect, the improvement was 10.485 compared to 3.367. These results demonstrate that the Islamic Pop-Up Book was effective in improving the moral development of young children. These findings are consistent with Thomas Lickona's theory, which emphasizes that effective character education should develop moral knowing, moral feeling, and moral action in an integrated manner. Through its three-dimensional visualizations, contextual Islamic stories, and engaging presentation, the Islamic Pop-Up Book helped children understand, experience, and apply moral values in their daily lives.

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