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Developing a Fairy Tale Book with a Theo-Centric Approach to Optimize the Honest Character of Elementary School Students

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Abstract: This study aims to develop a fairy tale book based on the Theo Centric approach as a character learning medium to optimize the honesty value of elementary school students. The background of the study stems from the need to strengthen character education integrated in teaching materials that are interesting, easy to understand, and able to internalize religious values meaningfully. This study uses the Research and Development (R&D) method with the ADDIE model, which includes the stages of needs analysis, design, development of a fairy tale book prototype, implementation in fourth grade students, and evaluation of effectiveness. Participants consisted of 32 students and one class teacher. The research instruments included an expert validation sheet, student and teacher response questionnaires, and an honest character test. The results showed that the Theo Centric fairy tale book obtained an expert feasibility score of 92% (very appropriate) and a student readability level of 88%. The implementation of the book increased the honest character score from an average of 68 to 87, indicating an increase of 19 points. This study implies the importance of using teaching materials based on divine values packaged in narrative to encourage honest behavior in students, while also providing an alternative model for teachers in character education.

Keywords: Theo centric fairy tale book, honest character education, elementary school students.

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INTRODUCTION

Character education is a strategic agenda in the implementation of basic education, particularly in developing students with moral integrity from an early age. According to Lickona (2012), character formation in children cannot be instantaneous but must be instilled through a systematic, consistent learning process involving meaningful experiences. One of the key character traits that must be developed is honesty, as it is fundamental to the formation of ethical thought patterns and behavior in children (Berkowitz & Bier, 2014). However, research shows that dishonest behavior among elementary school students is still common, including cheating, information manipulation, and dishonesty in daily school activities (Putri & Suparno, 2020).

In the context of national education, the Independent Curriculum emphasizes that religious character and integrity must be the primary foundation of learning (Ministry of Education and Culture, 2021). Therefore, media and teaching materials are needed that not only convey knowledge but also internalize moral values. Fairy tales are an effective learning medium because they possess narrative power to instill good values through

stories that are close to children's lives (Nurgiyantoro, 2018). According to Jalongo (2014), stories can activate empathy, stimulate moral imagination, and facilitate self-reflection in children.

Although the use of fairy tales is quite popular, most storybooks used in schools are not specifically designed for character education based on divine values. However, a theological values-based approach has been shown to strengthen moral understanding and encourage prosocial behavior (King, 2017). The Theo-Centric approach places divine values at the center of the story, so that characters and narrative flow are directed toward fostering spiritual and moral awareness connected to everyday behavior. According to Abdullah (2020), the Theo-Centric approach can enhance understanding of religious values by integrating theological elements into creative learning media.

Several previous studies have demonstrated the effectiveness of story-based media in character development. For example, research by Wuryani and Amalia (2019) found that picture storybooks can improve students' discipline and empathy. Similarly, a study by Sari and Rahmawati (2021) showed that integrating religious values into fairy tales can increase moral sensitivity and positive habits in students. However, some of this research has not explicitly developed media that systematically follows the Theo-Centric framework.

Furthermore, elementary school teachers often face limitations in providing teaching materials relevant to character education needs. Based on Arifin's (2020) findings, teachers tend to rely on thematic textbooks without using additional media that support moral development. This creates a gap between the need for narratively rich character learning and the availability of quality media. Furthermore, research by Maulidina (2022) shows that most character teaching materials do not directly lead children to deep spiritual reflection.

Based on this description, it appears that there is a research gap, namely the limited development of fairy tale books that specifically use the Theo-Centric approach to foster honest character in elementary school students. Furthermore, there is little research that tests the effectiveness of theologically based fairy tale books in measurably increasing honesty through a systematic development design such as the ADDIE model. Thus, this research is crucial for addressing the academic and practical needs of providing creative, educational, and religious teaching materials. This research not only fills the gap in research related to the Theo-Centric approach to fairy tales, but also contributes to teachers and educational institutions' innovations in character education. It is hoped that the results of this study will enrich moral literacy-based learning strategies and support the national agenda of strengthening student character.

METHODS

This study employed the Research and Development (R&D) method with the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This model was chosen because it has a systematic structure that allows for measurable and testable development of educational products (Branch, 2009). According to Molenda (2015), ADDIE is a flexible and effective framework for designing instructional materials based on user needs. The use of this model is relevant to the research objective of producing a Theo-Centric storybook that is appropriate, engaging, and effective in enhancing the honest character of elementary school students.

The study participants consisted of 32 fourth-grade students at a public elementary school in Aceh Besar Regency. The participants were selected using a purposive sampling technique based on the consideration that the class had moral development characteristics suitable for implementing religious storybook media. In addition to the students, the study involved two experts: a character education material expert and a children's literacy media expert. The class teacher also participated to assess the storybook implementation. According to Creswell (2018), purposive participant selection

is common in development research to ensure the involvement of parties relevant to the product's context.

The research instruments consisted of: an Expert Validation Sheet, used to assess the appropriateness of the content, language, design, illustrations, and the suitability of Theo Centric values in the storybook. A Student and Teacher Response Questionnaire, to assess the readability, attractiveness, and usefulness of the product. An Honesty Character Test, consisting of an observation sheet and an honest behavior assessment scale compiled based on integrity indicators according to Lickona (2012). The instrument was developed following the guidelines for developing educational measurement tools recommended by Fraenkel, Wallen, and Hyun (2015).

Development Procedures: 1) Analysis. This stage included an analysis of student needs, classroom conditions, moral development characteristics, and an evaluation of available teaching materials. Interviews with teachers indicated that students needed media that conveyed the value of honesty through easy-to-understand religious stories; 2) Design. At this stage, the structure of the Theo Centric story line, characters, moral conflict, integration of divine values, illustrations, and book format were designed. Instructional design ensured that moral messages were conveyed implicitly and explicitly to enhance the internalization of values; 3) Development. The development phase included drafting the storybook, visual illustrations, and developing reflective activity sheets. Material experts and media experts assessed the book, and revisions were made based on feedback. According to Plomp and Nieveen (2013), expert validation is a crucial element in ensuring the quality of educational products; 4) Implementation. The storybook was piloted with students over four sessions.

Teachers read the storybook, guided discussions about values, and observed students' honest behavior. A response questionnaire was administered after implementation to measure the product's readability and appeal. 5) Evaluation. Evaluation was conducted using formative and summative methods. Formative evaluation was conducted through expert input and student responses. Summative evaluation measured the product's effectiveness by comparing honesty scores before and after use of the book. This analysis is crucial for determining the product's success (Dick, Carey, & Carey, 2015).

Content validity was determined through expert judgment by material experts and media experts. Assessments used a Likert scale of 1–4, then calculated using the Aiken's V formula. According to Azwar (2019), an Aiken's V value ≥ 0.80 indicates strong validity. The reliability of the honesty character test instrument was tested using Cronbach's alpha. A coefficient of ≥ 0.70 is considered reliable for measuring moral behavior (Tavakol & Dennick, 2011).

Quantitative data were analyzed using descriptive statistics, including mean scores, percentages of eligibility, and character improvement scores. Character improvement data were analyzed using gain scores. Qualitative data from expert comments and student responses were analyzed using reduction, categorization, and pattern interpretation techniques. According to Miles, Huberman, and Saldaña (2014), qualitative analysis is necessary for a deeper understanding of the process and product quality.

RESULTS

The results of this study are presented based on the development and implementation of storybooks using the Theo-Centric approach for elementary school students. The data obtained consisted of expert validation results, student and teacher responses, and honesty character assessment scores before and after using the storybooks. Overall, all data indicate that the Theo-Centric storybooks are suitable for use and effective in developing students' honesty. During the validation phase, material experts gave an average score of 3.70 on a scale of 4, categorized as "very suitable." This assessment indicates that the story content, integration of divine values, and plot structure are consistent with the principles of religious character education.

According to the experts, strengthening the value of honesty internalized through emotionally engaging storylines provides an important foundation for students' moral development, aligning with Lickona's (2012) findings regarding the effectiveness of moral narratives in character education. Meanwhile, media experts gave an average score of 3.65, assessing that the illustrations, colors, and appropriateness of the presentation are appropriate for the developmental characteristics of elementary school students. This supports research by Jalongo (2014) which states that visualization in children's stories significantly influences the ability to grasp moral values.

Student responses indicated that the storybook was very well received. Based on a readability questionnaire, students gave an average reading percentage of 88%, indicating a high level of comprehension and enjoyment of the book. Students stated that the story was easy to understand and that the characters in the story depicted real-life situations they often face, such as honesty in admitting mistakes, not cheating, or telling the truth even in difficult situations. This finding is consistent with Nurgiyantoro's (2018) opinion, which states that the connection between the story world and children's life experiences enhances the effectiveness of the moral message.

Class teachers also provided positive feedback, with an average score of 90%, stating that the storybook made it easier for teachers to facilitate value discussions and helped students understand the meaning of honesty through guided reflection. These teacher responses support Arifin's (2020) research, which emphasized the importance of character learning media that help teachers guide the process of moral internalization. Implementation data showed a significant increase in students' honesty character scores. The initial test showed an average score of 68, indicating that some students still exhibit inconsistent behavior toward honesty, particularly in classroom activities such as completing assignments or submitting accurate reports.

After using the storybook for four sessions, the average score increased to 87, representing a 19-point increase. This increase demonstrates the effectiveness of the religious-based storytelling medium in influencing moral behavior. These results align with research by Wuryani and Amalia (2019), which found that illustrated stories can increase positive behavior in elementary school students. Furthermore, the increase in honesty aligns with the findings of Sari and Rahmawati (2021), who showed that integrating religious values into children's stories can strengthen prosocial behavior.

The pattern shows that the increase in honesty was most pronounced in the indicator of telling the truth, even if it could harm oneself. At the beginning of the study, only 40% of students demonstrated consistency in this indicator, but by the final evaluation, this had increased to 78%. Other indicators, such as not cheating and returning items that did not belong to them, also saw a surge, rising from 52% and 58% to 85% and 90%, respectively. This pattern of improvement aligns with moral-cognitive theory, which states that moral narratives with clear ethical conflicts can strengthen students' moral judgment (Berkowitz & Bier, 2014). The Theo Centric approach that focuses on divine values has been proven to add depth to the meaning of moral events in stories, as stated by King (2017) regarding the role of theological values in prosocial behavior.

Classroom observations revealed tangible behavioral changes displayed by students during the learning process. Students became more willing to admit mistakes, demonstrated openness when asked questions by teachers, and were more careful in making decisions requiring honesty. Teachers reported that within two weeks of implementation, there was a decrease in cheating and an increase in reminding each other to be honest. This finding supports the principle proposed by Abdullah (2020), that learning media based on divine values can strengthen students' spiritual experiences, which are then reflected in their daily behavior.

Qualitative analysis of student comments revealed that the main character of the fairy tale, depicted as a child learning honesty through moral challenges, provided a concrete example that was easy to imitate. Students described the character as "like a friend at school," making it easier for them to understand the consequences of dishonest

behavior. This aligns with narrative identification theory, which states that children tend to imitate characters close to their lives (Nikolajeva, 2014). Furthermore, reflection sheets showed that most students were able to identify situations requiring honesty and write down the honest actions they would take in those situations.

Overall, data from experts, teachers, students, and test results indicate that the development of Theo Centric's storybooks is not only feasible but also effective in fostering honesty in elementary school students. These findings reinforce previous research on the effectiveness of fairy tales and values-based media in moral education, as demonstrated by various studies in the field of child literacy and character education (Jalongo, 2014; Wuryani & Amalia, 2019; Sari & Rahmawati, 2021). These results provide an important basis for the discussion phase, which connects the research findings with theory and previous research.

Further analysis showed that students' emotional engagement with the story increased significantly throughout the learning process. Teachers observed that students displayed enthusiastic expressions when the main character faced a moral conflict that required an honest decision. This emotional engagement is an important indicator of successful value internalization, as Mar et al. (2011) stated that emotionally arousing narratives can enhance moral processing through empathy and character identification. Field observations revealed that many students made spontaneous comments such as "I have to be honest so I don't hurt others," indicating a strong moral resonance with the story.

Teacher interviews corroborated the quantitative data that showed students' honesty improved after using the Theo Centric storybook. Teachers stated that students began to demonstrate honest behavior in situations they hadn't previously, such as returning a friend's item they found or reporting a mistake they made. These findings support the theory that story-based learning can create behavioral change in real-world contexts (Palmer, 2013). Teachers also noted that these changes were consistent for two weeks after implementation, indicating a strong short-term effect.

Classroom observations revealed an interesting pattern: students previously ranked low on honesty indicators showed greater improvement than students who already had more stable honest behavior. This aligns with the narrative boost effect concept explained by Busselle and Bilandzic (2009), which states that moral stories have a greater impact on readers with low moral orientations due to a more intense self-reflection process. Data showed that students in the low category experienced an average score increase of 24 points, higher than the 17-point increase in students in the middle category.

The student reflection sheets provided a richer picture of how they interpreted honesty after reading the story. The majority of students wrote that they liked the main character because she always tried to do the right thing, even at the risk of being scolded or losing something. This reflection reflects a moral understanding based on an internal locus of control, namely the ability to link honest actions to one's own principles, rather than solely external pressures. This finding aligns with Narvaez's (2010) argument, which emphasizes that moral stories can encourage moral development by activating children's ethical schemas.

Student response data also showed that the use of simple language and natural character dialogue made the story easier to understand. As many as 92% of students stated that the story's style helped them understand moral situations clearly. The level of readability significantly determines the effectiveness of moral literacy media (Dewi & Retnowati, 2020). In the context of this study, narratives that were not too long and supported by contextual illustrations were shown to improve understanding of the value of honesty comprehensively.

Further observations indicated a transfer of learning from the story to actual behavior. For example, on the third day of implementation, teachers reported that several students who typically avoided responsibility began to admit mistakes when they committed minor infractions, such as forgetting to bring in assignments or bothering

friends. This pattern confirms the findings of Bronson and Merryman (2009) that children exposed to stories with moral role models tend to imitate these actions as a form of internalizing values. The resulting moral imitation process demonstrates the story's success in providing behavioral scripts for students.

In addition to character strengthening, improvements in students' literacy skills were also observed. Students demonstrated improved ability to answer critical questions related to the story's content, such as "why should the character be honest?" or "what are the consequences if the character lies?" This indicator shows that Theo Centric stories not only improve morality but also encourage higher-order thinking skills, aligning with Wasik and Bond's (2010) findings that stories can improve children's literacy skills and cognitive function. While not the primary focus of the study, these findings provide additional insights demonstrating the comprehensive benefits of using educational storytelling.

Additional analysis of expert commentary indicates that one of the strengths of this storybook lies in its implicit yet powerful moral message. Subject matter experts argue that the story is non-patronizing, allowing children to interpret the value of honesty as a logical and meaningful decision, rather than an imposed rule. This finding aligns with Hill's (2014) view, which states that conveying moral values through a non-explicit narrative approach is more effective in fostering long-term moral understanding. This suggests that Theo Centric's stories successfully strike a balance between theological value and readability.

The grouping of honesty score improvement data also shows a consistent pattern across all assessment indicators. The indicator "telling the truth even when facing risks" experienced the highest increase, followed by the indicators "not cheating" and "returning items that do not belong to them." Meanwhile, the indicator "conveying factual information" also increased significantly, from 62% to 88%. This increase indicates that the storybook is capable of fostering broader moral awareness, not only in academic contexts but also in social interactions. These findings align with Lapsley and Narvaez (2014), who emphasized that effective moral education must have a multidimensional impact on behavior.

Triangulation analysis between quantitative, qualitative, and teacher observation data consistently demonstrated that Theo Centric storybooks can be a relevant medium for building honest character. There was no decline in student motivation or boredom during the implementation process, and some students even requested further stories about the main characters. Students' interest in the continuation of the stories indicates that the developed product not only functions as an educational medium but also has strong literacy potential. Fischer (2016) stated that children's attachment to stories is an indicator of the success of moral literacy interventions.

DISCUSSION

The research results show that developing a storybook based on the Theo-Centric approach significantly improved the honesty of elementary school students. This finding reinforces the fundamental assumption that storytelling has narrative power in shaping children's moral awareness. According to Lickona (2012), character education through storytelling is effective because it simultaneously addresses cognitive, affective, and conative aspects. In this study, the integration of divine values into fairy tales provided a deeper understanding, helping students understand that honesty is part of spiritual responsibility, not simply a social rule. This Theo-Centric approach aligns with King's (2017) theory that theological values can provide a strong foundation for encouraging prosocial behavior.

The significant increase in honesty scores demonstrates that the moral conflict in the story can stimulate reflection and the formation of students' moral judgments. Students demonstrated significant improvement in indicators of courage to tell the truth

and refrain from cheating, which are important aspects of honesty. This is consistent with the findings of Berkowitz and Bier (2014), who asserted that children more easily understand moral values when presented in a narrative context that includes clear moral choices and consequences. The main characters in fairy tales provide behavioral models for students to emulate, facilitating the internalization of values. Nikolajeva (2014) explains that character identification in children's books plays a strong role in influencing readers' behavior, as children tend to imitate the values and attitudes of characters they admire.

Furthermore, the high expert validation scores confirm that Theo Centric fairy tale books have quality content and presentation that align with the developmental characteristics of elementary school students. Material experts assessed that the integration of divine values into the storyline was carried out appropriately without reducing the story's appeal. These results align with Abdullah's (2020) opinion that divine values-based learning must be presented in a format that touches on children's experiences to avoid dogmatic overtones. Engaging illustrations have also been shown to support students' understanding of moral messages, as emphasized by Jalongo (2014), who argued that visualization in children's literature can strengthen emotional and cognitive connections to the story.

The positive response from students indicates that the narrative approach based on theological values is well-received. Students find the stories easy to understand and relatable to everyday life. The connection between students' experiences and stories has been shown to strengthen the internalization of values, as children more easily interpret values that are relevant to real-life situations they encounter at school or at home. This finding supports contextual learning theory, which emphasizes the importance of connecting learning materials with students' life experiences (Johnson, 2014). This contextual relevance enables students not only to cognitively understand the concept of honesty but also to be motivated to apply it in real-life situations.

Teachers also highly appreciated Theo Centric's storybooks for their ability to facilitate structured character learning. They stated that these books provide space for value discussions and moral reflection, two important processes in character education. According to Wuryani and Amalia (2019), classroom moral discussions after reading stories can strengthen students' moral reasoning skills because they provide opportunities to explore different perspectives. In this study, teachers facilitated students' personal experiences related to honesty after reading the stories, resulting in a deeper internalization of values.

The observed increase in students' honest behavior after implementing the books suggests that changes in moral behavior can occur when students are given opportunities to understand values through concrete examples and self-reflection. Students demonstrated not only cognitive changes but also concrete attitudes and actions, such as the courage to admit mistakes and refrain from cheating on assignments. These changes support the view of Sari and Rahmawati (2021), who stated that integrating religious values into stories can encourage sustainable ethical behavior changes in students. The successful development of this book demonstrates that strengthening honest character depends not only on verbal teacher instruction but also on engaging and meaningful learning media.

Theoretically, the results of this study reinforce the principle that character education must be delivered through a narrative approach integrated with spiritual values. The Theo-Centric approach provides a moral framework that enables students to understand that honesty is not only an ethical choice but also part of their spiritual relationship with God. This integration of values aligns with the principles of theological values education proposed by Abdullah (2020). Furthermore, this approach addresses the shortcomings of traditional storytelling models, which sometimes only present explicit morals without a process of spiritual deepening.

The practical implications of this research are significant for the development of character education in elementary schools. Theo-Centric storybooks can be an effective alternative medium for teachers to use in morning literacy activities, thematic learning, or character-building programs. Teachers can utilize stories to open up moral discussions and provide concrete examples for students. Furthermore, schools can integrate this type of media into character-building programs to build a culture of honesty within the school environment. This research can also serve as a basis for developing similar media for other character values, such as responsibility, empathy, and discipline.

Research findings indicate that the Theo-Centric approach to storytelling can foster the internalization of honesty through a religious-awareness-based moral learning mechanism. This aligns with Narvaez's (2016) view, which asserts that moral education rooted in divine values has a stronger impact on fostering ethical behavior in children. In this context, storytelling acts as a transformative medium, enabling students to understand abstract moral concepts through concrete illustrations relevant to their lives.

Furthermore, the findings of increased honesty scores reinforce the view that narrative stories can help children process moral dilemmas more deeply. As noted by Kidd and Castano (2017), fictional narratives can develop empathy and social understanding, which play a crucial role in moral behavior. Theo-Centric storytelling not only presents characters and moral conflicts but also presents ethical consequences that lead to students' self-reflection.

This intervention through storytelling also demonstrates that consistent character education based on spiritual values can increase children's self-awareness. This aligns with the research findings of Berkowitz and Bier (2020), which confirm that structured and sustained character education programs can produce significant behavioral changes. In this study, repeated reading and discussion sessions helped students connect the value of honesty to concrete actions in the classroom and at home.

The discussion also highlighted how teachers played a key role in the effective implementation of Theo Centric storybooks. Teachers functioned as facilitators of values, not simply storytellers. This aligns with Lickona's (2018) view that the success of character education is greatly influenced by the quality of teacher-student interactions. The dialogic approach employed by teachers in this study strengthened students' understanding of the moral messages conveyed in the stories.

Furthermore, the book's high readability (88%) indicates that the language, illustrations, and story structure align with the cognitive developmental stage of elementary school students. According to Piaget (2019), children aged 9–11 are in the concrete operational phase, requiring visual representation and coherent narratives to effectively understand moral concepts. Therefore, the book's design, which aligns with children's learning characteristics, contributes to its effectiveness.

From a literacy perspective, the use of fairy tales based on divine values also strengthens children's moral literacy. As O'Sullivan (2020) emphasized, moral literacy develops when children interact with texts that challenge them to consider moral perspectives. In this study, the characters and conflicts in fairy tales provide opportunities for students to assess situations, analyze choices, and identify valid values based on divine principles. Finally, the results of this study indicate that the development of Theo-Centric-based teaching materials can be an effective model for character education. By combining elements of spirituality, fairy tale narratives, and pedagogical strategies, teachers are able to create a more meaningful learning environment. These findings reinforce Hapsari's (2022) recommendation that character education should not stand alone but must be integrated into creative and relevant learning contexts for students.

Strengthening honest character through storytelling based on the Theo-Centric approach also appears effective due to students' emotional engagement in the reading process. Children more easily internalize values when they feel connected to the characters. This aligns with Marzano's (2020) findings, which state that character learning is more effective when students experience affective, not just cognitive, engagement. In

this study, the moral conflict in the developed storytelling successfully triggered an emotional response that encouraged students' self-reflection on the importance of honesty.

Furthermore, the integration of text, illustrations, and reflective dialogue in the storytelling book also strengthened students' moral understanding. According to Anderson and Pearson (2018), multimodal text can enrich the meaning-making process because students utilize various cognitive pathways to understand the message. The illustrations in Theo-Centric storytelling books are not merely decorative but also support the understanding of the moral message, allowing students to more easily interpret the consequences of honest and dishonest behavior through clear visual depictions.

In a pedagogical context, Theo-Centric storytelling books also demonstrate a aligning approach to humanistic learning. Rogers (2019) emphasized that good education is one that fosters holistic human potential, including moral and spiritual dimensions. The developed storybook successfully provided a space for students to express their thoughts, experiences, and personal reflections related to the value of honesty. This enriched the learning atmosphere, making it more dialogical and oriented toward character development.

Finally, the findings of this study indicate that learning media oriented toward divine values have significant potential in strengthening the character education ecosystem in elementary schools. This research supports Zubaedi's (2021) argument that effective character education must be values-based, contextual, and integrated into all learning activities. The theocentric approach to storytelling enables students not only to understand the value of honesty normatively but also to internalize it as a form of practicing spiritual values that underpin daily behavior. Thus, this study emphasizes the need for innovative teaching materials that strategically combine moral, spiritual, and aesthetic narrative elements to produce holistic character learning.

CONCLUSION

This research demonstrates that developing a storybook using the Theo-Centric approach has proven effective in enhancing the honest character of elementary school students. Using the ADDIE development model, the resulting storybook met the criteria for excellent eligibility based on assessments by subject matter experts, media experts, and language experts. The readability level and positive responses from students and teachers indicate that the book is appropriate for the needs of character education in elementary schools. The significant increase in honest character scores after using this media confirms that a narrative-based, godly value-based approach can help students understand, internalize, and practice the value of honesty in their daily lives. The use of stories containing explicit and implicit moral messages provides students with opportunities to reflect on their behavior, process moral dilemmas, and evaluate their actions based on religious principles. This demonstrates that story-based media can function not only as a literacy tool but also as a tool for internalizing character. Furthermore, the teacher's role as a facilitator is crucial for successful implementation, particularly in providing reinforcement, guided discussions, and concrete examples for students.

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