

## **Virtue-book: Digital fairytale book for the teaching of integrity and learning recovery after the covid-19 pandemic**

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**Abstract:** Integrity and learning loss are two problems in Indonesian education due to the Covid-19 pandemic. After schools reopen in the post-pandemic period, improving integrity and learning recovery are two priorities. This study aims to develop VIRTUE-BOOK as a learning media to increase integrity and decrease learning loss for learning recovery for 3<sup>rd</sup>-grade elementary school students. This research used research and development (R&D) with the ADDIE model. There were two experts, three teachers, and 32 students as the subjects. A purposive sampling technique established the subjects. The data collection technique used questionnaires and scales. The data analysis used descriptive statistics. The results show that: 1) at the design stage, the preliminary product of VIRTUE-BOOK has been produced; 2) at the end of the development stage, several assessments were carried out through expert validation scales, and they were found that the VIRTUE-BOOK is very feasible for teaching 3<sup>rd</sup>-graders about integrity and moral value of a fairytale; while the practicality response questionnaires of teachers and students show that VIRTUE-BOOK is very practical to use.

**Keywords:** Digital, Fairytale Book, Integrity, Learning Loss, Elementary School, Students

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**Received** 05 February 2023; **Accepted** 27 June 2023; **Published** 28 June 2023

**Citation:** Hermanto, H. & Kharisma, N.V.E. (2023). Virtue-book: Digital fairytale book for the teaching of integrity and learning recovery after the covid-19 pandemic. *Premiere Educandum : Jurnal Pendidikan Dasar dan Pembelajaran*, 13(1), 24 – 37. Doi.org/10.25273/pe.v13i1.15621



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## INTRODUCTION

The Covid-19 pandemic has become one of human history's most significant educational system disruptions because it has affected nearly 1.6 billion students in more than 200 countries worldwide (Pokhrel & Chhetri, 2021). The closure of schools, institutions, and learning spaces due to the pandemic has affected more than 94% of the world's student population.

Various studies have shown that school closures due to the pandemic have impacted negatively on student morality (Rajmil et al., 2021). These various moral issues or problems are negative consequences of the pandemic (Campbell et al., 2020). Integrity is an increasingly crucial moral or character issue during online learning (Dendir & Maxwell, 2020). According to the results of Gamage's research (2020). Covid-19 has not only had an impact on the health and financial sector globally but also on students' academic integrity. Online learning during a pandemic opens many doors to cheating for students, which can be done in various ways (Gudiño Paredes et al., 2021).

The decline in student integrity is caused by student study habits changing due to the influence of the Covid-19 pandemic (Aucejo et al., 2020). As a result of online learning during the pandemic, many students have experienced a decrease in their attitude toward discipline and responsibility, both in terms of participating in learning, submitting assignments, or others (Dzulfikar & Amrullah, 2021). Honesty, discipline, and responsibility are representations of integrity.

According to the Ministry of Education and Culture (2017), the character value of integrity is a value that underlies a person's behavior always to try to make himself trustworthy in words, deeds, and work; commit and be loyal to human and moral values. In simple terms, integrity is a person's consistency in his actions and words based on an essential truth. The character value of integrity is crucial for individuals. Thus, education must foster an attitude of integrity (Clarcken, 2009).

Based on the results of preliminary research in the 3<sup>rd</sup>-grade class of Wuluhadeg and 2 Gadingharjo Elementary Schools, the data shows some students experienced similar described conditions above. According to information from the class teacher, students are still adapting to the new learning climate. The students are not yet used to studying from morning to evening or from 07.00 to 14.00.

The students are also still carried away by the habit of distance learning. They used to be assisted by other people to complete their assignments at home. Some students still need to be reminded not to cheat or discuss when doing individual tasks at school. There are even certain students who are often absent or do not go to school because of illness. But strangely, the students were always absent on certain days and over and over again. The teacher suspects that the students may be purposely avoiding certain subjects because they haven't done their homework or something like that. These phenomena are facts that are currently actually happening in schools. Teaching the importance of honesty, discipline, and responsibility is still a challenge for teachers in the post-pandemic period when schools are reopening as they are today.

In addition to a decrease in integrity, teachers face other problems when schools reopen after the Covid-19 pandemic. As a result of distance learning, third-grade elementary school students experience learning loss. This problem did not disappear immediately when learning returned to a face-to-face system at school.

Based on research conducted by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), students in Indonesia experience significant learning loss, especially in literacy and numeracy (Kemendikbudristek, 2021). Joint research from UNESCO, UNICEF, and The World Bank also shows that the Covid-19 pandemic has caused a substantial decline in aspects of reading; it is called a reading loss (UNESCO, UNICEF, The World Bank, 2021). Another study from Kuhfeld found that 3<sup>rd</sup>-grade elementary school students lost around 35% of their reading gains during the pandemic compared to what they would gain in a regular school year (Kuhfeld et al., 2020).

According to research by Ardington et al. (2021), learning loss that has previously occurred during online learning is getting worse when students return to school. As schools begin to reopen, teachers must be able to respond to the learning loss experienced by students and to the social and emotional morality of students (Page et al., 2021). Decisions around closing and reopening schools both have an impact on teachers. They have to return to trying to balance exchanges between online learning and face-to-face learning. They must always be vigilant because they are still vulnerable to an increased risk of transmitting the Covid-19 virus (Meghani et al., 2022).

Ideally, 3rd-grade elementary school students can understand reading based on context (Ginting, 2020). Third-grade elementary school students generally like simple stories contextual to everyday life and about animals (Ginting, 2020). However, research by Todd & Romine (2018) had proven that learning loss (which before the Covid-19 pandemic was caused by summer holidays in subtropical countries) impacts reading skills, especially reading comprehension of students. Research from the Stanford Graduate School of Education (GSE) in 2021 also shows a decline in reading skills by 30% of the 2<sup>nd</sup> and 3<sup>rd</sup>-grade elementary school students in the United States due to the Covid-19 pandemic (Spector, 2021). As a result of distance learning during the Covid-19 pandemic, students' interest in reading has also decreased (Marera, 2022). These problems are indications of learning loss, namely reading loss.

Based on the results of a preliminary study in the class 3<sup>rd</sup>-grade of Wuluhadeg and 2 Gadingharjo Elementary in Bantul Regency in July and August 2022, students experienced learning loss in certain learning materials. The sign is that students have difficulty mastering the repeated materials. One of the materials affected by learning loss is deciphering messages or moral values in fairytales. Students experience the same problems as previously described: learning loss, specifically reading loss. Material about deciphering the moral values of fairytales is a part of the content of Bahasa Indonesia. The 3<sup>rd</sup>-grade student book, especially on the theme "Love the Plants and Animals," which contains the essential competencies of deciphering moral values in fairytales, only presents the fairytales written. Therefore, they can only less accommodate oral and visual points from Bahasa Indonesia competence (Saidah & Damariswara, 2019).

Reflecting on the trend of issues related to integrity growing due to the Covid-19 pandemic, ensuring student integrity must remain a school priority (Maryon et al., 2022). In addition to integrity, learning loss should be the main focus of discussion when students return to school to help them pursue the essential knowledge and skills they should have mastered (Kaffenberger, 2021). The results of reports from World Bank research state that the appropriate response to the reopening of schools after the Covid-19 pandemic is to prepare teachers for learning recovery by conducting assessments of learning loss and reducing learning gaps due to learning loss (Rogers & Sabarwal, 2020). Improving integrity and learning recovery after the Covid-19 pandemic are issues that all education stakeholders must prioritize.

Digital fairytale books can answer all of the above problems. Digital learning media can meet the needs of students and teachers to increase the effectiveness of education during a pandemic (Angelico, 2020) and post-pandemic when schools reopen (Telesra, 2020). Fairytales are crucial in transmitting knowledge and character values to students and entertaining them (Pulimeno et al., 2020). Recent studies have recommended investing heavily in digital technology-based learning media to increase learning effectiveness during pandemics and post-pandemic times (Telesra, 2020). Combining fairytales with multimedia technology can produce more exciting learning experiences and stimulate learning success (Pulimeno et al., 2020).

Sanaky (2013) states that learning media functions to stimulate learning. Obtaining maximum results in education is necessary needing to have appropriate learning media. According to (Sadiman, 2014), media is anything to transfer messages from senders to recipients so they can stimulate thoughts, feelings, concerns, and interests.

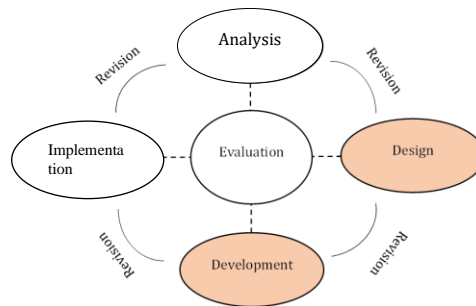
Other research that supports this research is from Gunawan et al. (2019) that fairytales can be a medium for character education, including integrity. Stories packaged in digital books have proven effective in improving student character (Sari & Wardani, 2021). Another latest research proves that android-based learning media can be a feasible and practical medium for teaching character to elementary school students (Verawati, Yuniawatika, & Putra, 2022).

The latest research result from Mustadi et al. (2022) confirms that Android technology-based learning media can be a medium for learning to read early (early reading) in the new-normal era. Android-based learning media can support learning recovery efforts (Ekayana et al., 2022) to reduce learning loss. The technology-based education agenda is also one of Indonesia's missions in the Indonesian G-20 Presidency in the field of education (G20 Indonesia, 2022). In the future, VIRTUE-BOOK can continue to be relevant to times change, especially the new national education curriculum, the Independent Curriculum (Kurikulum Merdeka).

**METHODS**

**Research Design**

This study used Research and Development (R&D) to develop digital fairy tale book media to improve integrity and reduce learning loss for third-grade students in elementary school. Sugiyono (2017) states that research and development are methods to produce specific products and test their qualities. The development procedure in this study adopted the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model developed by Branch (2009). The focus of this research is the design and development stages.



**FIGURE 1.** *Research design*

**Subject or Participant**

The subjects in this study were two experts (material experts and media experts), 32 students, and three homeroom teachers of the 3<sup>rd</sup>- grade at Wuluhadeg, Sorobayan, and 2 Gadingharjo Elementary Schools, which are located in Bantul Regency. The subjects were established using the purposive sampling technique, considering that the students represent students with high, medium, and low intelligence.

**TABLE 1.** *Subject or participant*

Validity Test		Practicality Test						
Material Expert	Media Expert	One-to-One Trial		Small-Group Trial		Field Trial		
		S	T	S	T	S	T	
1	1	4	1	12	1	16	1	
							(whole class)	

\*S= Students; T= Teacher

**TABLE 2.** *Instruments*

<b>Name of Data</b>	<b>Name of Instrument</b>	<b>Indicators</b>
Validity (Feasibility)	Product validation scale by material expert	Learning goals; fairytale elements; fairytale structures; audio-visual; students' characteristics; typographic; layout and instructions
	Product validation scale by media expert	Learning goals; students' characteristics; learning quality; audio-visual; usability-maintainability-reusability
Practicality	Product practicality response questionnaire by students	Readability; Effectivity; efficiency; usability
	Product practicality response questionnaire by teachers	

**TABLE 3.** *The guidelines for media feasibility data conversion*

<b>Scores</b>	<b>Category</b>
$X > 3,4$	Very Feasible
$2,8 < X \leq 3,4$	Feasible
$2,2 < X \leq 2,8$	Unfeasible
$X \leq 2,2$	Very Unfeasible

## Material

The data collecting used questionnaires, observation sheets, interview sheets, scales, and test questions.

## Procedure

The design stage is the stage for designing a VIRTUE-BOOK concerning previous literature studies and research studies to produce digital storybooks that are feasible and practical as needed. The development stage is the stage for testing the feasibility and practicality of the VIRTUE-BOOK. Feasibility test through the validation of material and media experts. Practicality test through students' and teachers' responses to product trials.

## Data Analysis

Data analysis used descriptive statistics technique by calculating the the mean of experts' validation scores as well as students' and teachers' responses. Then converted those quantitative data into qualitative to describe its feasibility and practicality. Experts' validation scores were measured with a Likert scale of 4-3-2-1. The scores of each item in the experts' validation instruments were accumulated. After that, the average was calculated. The average scores of the experts validation are used to determine the feasibility of the Virtue-Book based on the aspect of material and media for learning. After obtaining the average, proceed with converting it into qualitative data for further description. Conversion based on the categorization guidelines according to Widoyoko (2016) as follows.

Students' responses used a Guttman scale of 1 and 0. Meanwhile, teachers' responses used a Likert scale of 4-3-2-1. The score was gained by calculating the average of the students' and teachers' responses. Those scores are used to determine the practicality of the Virtue-Book based on the responses of the students and teachers as users.

**TABLE 4.** *Students' response data conversion guidelines*

Interval Scores (%)	Category
$76 \leq X < 100$	Very Practical
$51 \leq X \leq 75$	Practical
$26 \leq X \leq 50$	Unpractical
$0 \leq X \leq 25$	Very unpractical

(Adapted from Widoyoko, 2016)

**TABLE 5.** *Teachers' response data conversion guidelines*

Mean Scores	Category
$X > 3,4$	Very Practical
$2,8 < X \leq 3,4$	Practical
$2,2 < X \leq 2,8$	Unpractical
$X \leq 2,2$	Very unpractical

(Sumber: Widoyoko, 2016)

After obtaining the average, proceed with converting it into qualitative data for further description. The conversion used categorization guidelines (Widoyoko, 2016) as follows.

## RESULT

### Design: The Product

The product resulting from this research and development is a learning media in the form of a digital fairy tale book called VIRTUE-BOOK. VIRTUE-BOOK was developed based on the needs analysis that students and teachers of 3<sup>rd</sup>-grade of Wuluhadeg and 2 Gadingharjo Elementary Schools need learning media in digital fairytale books to increase integrity and reduce learning loss for learning recovery. VIRTUE-BOOK is an android application—according to the type of smartphone devices owned by students and teachers. The following are two sample displays of the VIRTUE-BOOK.

The specification that distinguishes VIRTUE-BOOK from other existing digital fairytale books is that VIRTUE-BOOK has options and notification features. The options feature allows students to choose the character's actions when faced with specific situations. The two choices represent the attitude of the main character, which is by the value of integrity (blue button), and an attitude contrary to the value of integrity (green button).

Before choosing, students are encouraged to read the story carefully and comprehensively, then consider their choices. Every time one of the choice buttons is pressed, students will receive a notification in the form of a pop-up whose function is to reinforce the choices made by students. If the student selects the green button, they will get negative reinforcement. Conversely, if they choose the blue button, students will receive notifications in the form of positive reinforcement. The purpose of developing VIRTUE-BOOK is to create learning media to improve the integrity of third-grade elementary school students.

Students will get an example of how to analyze the message or moral message in the fairytale after finishing a fairytale they read in the VIRTUE-BOOK. This feature encourages students to comprehend better how to decipher messages or moral values in a fairytale. Therefore, this feature's function is to decrease the learning loss that occurs among students. In other words, for learning recovery.



FIGURE 2. Product display



FIGURE 3. Special features in the VIRTUE-BOOK

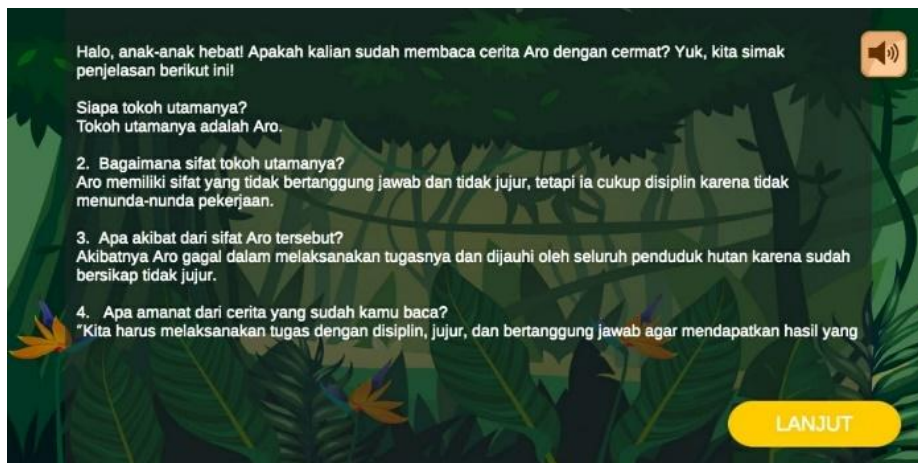


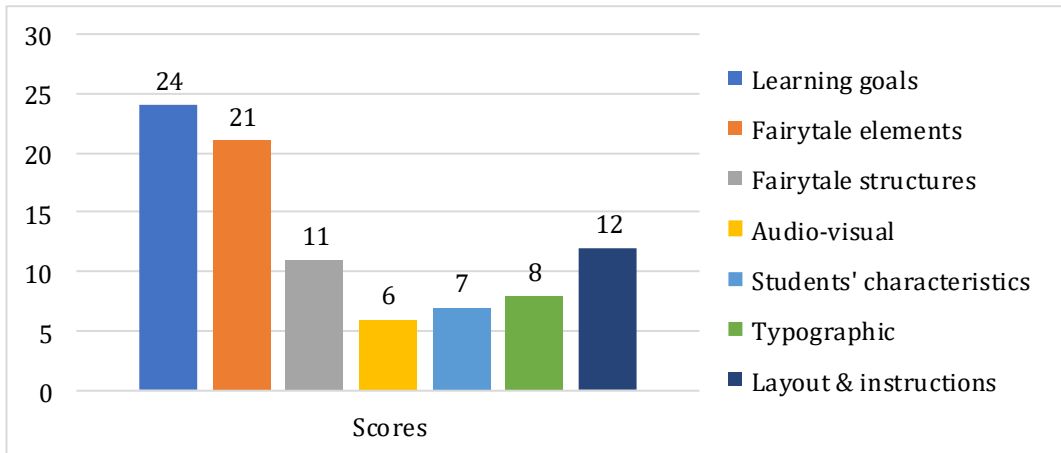
FIGURE 4. Example of deciphering moral value in the fairy tale

### Develop: The Feasibility

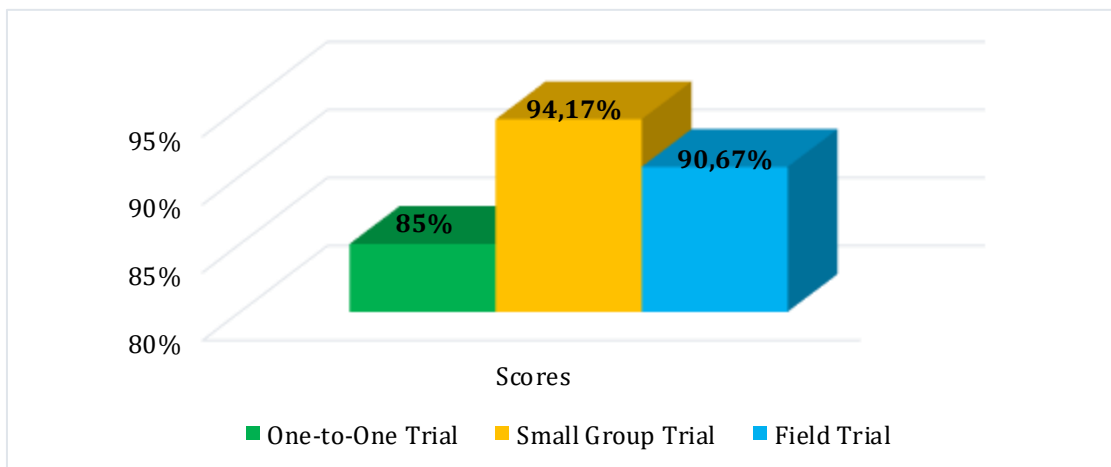
VIRTUE-BOOK has gone through due validity (feasibility) from material and media experts. As a result, VIRTUE-BOOK is declared feasible. Material expert validation was carried out twice. The final result of the material expert validation is as follows in Figure 5.

The final result of the material validation obtained a total score of 89 out of 24 items, with an average score of 3.7. This score means that VIRTUE-BOOK is in the very feasible category. From these results, the material expert concluded that the material in VIRTUE-BOOK is "valid without revision."

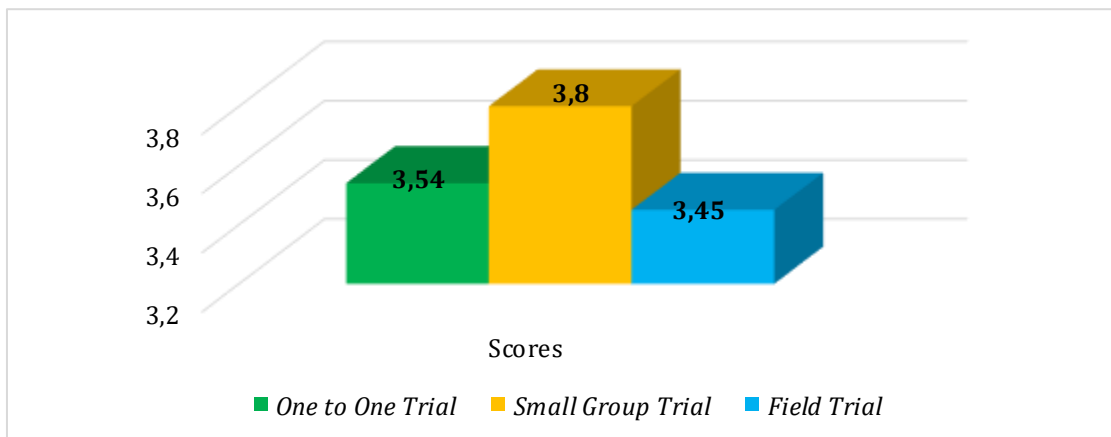
Media expert validation was also carried out twice. The following is the final result of the media expert validation. Based on the final results of the media expert validation, VIRTUE-BOOK scored 89 out of 25 items, with an average score of 3.56. This score indicates that VIRTUE-BOOK is in the very feasible category. Media experts concluded that the VIRTUE-BOOK is "valid without revision."



**FIGURE 5.** *Material expert validation*



**FIGURE 7.** *Students' responses*



**FIGURE 8.** *Teachers' responses*

**Develop: The Practicality**

After going through the feasibility test, VIRTUE-BOOK goes through the trial phase. Product trials obtained data on practicality based on student and teacher responses. Following are the results of the three stages of the VIRTUE-BOOK trial.



The Figure 7 presents student response data from each stage of the trial. The average score of student responses from the three trial stages based on the chart above is 89.95%. These data show that the VIRTUE-BOOK digital fairytale book is in the "very practical" category.

The diagram above presents student response data from each stage of the trial. The average score of student responses from the three trial stages based on the chart above is 3.6. These data show that the VIRTUE-BOOK digital fairy tale book is in the "very practical" category."

## **DISCUSSION**

The research results show that this data includes design and development in the context of developing the VIRTUE-BOOK, a digital fairytale book. The discussion of those two things is as follows.

### **Design: The Product**

The product resulting from this research and development is a learning media in the form of a digital fairy tale book called VIRTUE-BOOK. The product was developed through research and development with the ADDIE development procedure (Branch, 2009). VIRTUE-BOOK can be a learning medium in the 3<sup>rd</sup>-grade elementary school class, especially in Indonesian content, namely KD 3.8, about decoding messages in fairy tales. The expert validation tests and product trials have tested the quality of the VIRTUE-BOOK. A material, in this case, learning media, is said to be good if it meets quality aspects, including (1) Validity/validity, (2) Practicality, and (3) Effectiveness (Akker et al., 2013).

The part of the VIRTUE-BOOK digital fairytale book that enhances the integrity of the first is the content of the fairytales presented. The fairytale in the VIRTUE-BOOK has the title "Aro Guards the Forest." The fairytale contains a moral message about the character of integrity, which is described in three indicators, namely responsibility; discipline; and honesty (Alfredo, 2021); (Herdarman et al., 2018); (Lickona, 2013); (Gostick & Telford, 2006).

The fairytale is written based on the results of imagination, contains the value of integrity and character education, and has an entertaining storyline for students (Ernes, 2022). After reading the fairytale to completion, students can take lessons on the importance of the character of integrity through the moral messages or messages contained therein. This message is implied in fairytales, so students don't feel bored and don't feel they are being lectured (Kusumaningrum, 2021).

The notification feature in VIRTUE-BOOK reinforces behavior that is consistent with integrity, and that is not. Reinforcement is a form of environmental stimulation that can confirm the behavior shown (Papageorgi, 2021). Positive reinforcement will increase the frequency of behavior and vice versa.

The VIRTUE-BOOK digital fairytale book can reduce learning loss by improving the quality of learning. Integrating technology into a fairytale book, as developed in this research, enhances the quality of education, especially Bahasa Indonesia content, in the 3<sup>rd</sup>-grade elementary school class in the following ways (Jonassen, 2013). First, it supports the construction of knowledge by becoming a means for students to explore knowledge to keep learning. Second, as an authentic context to support learning by doing. Third, supporting learning by discussing and being an intellectual partner for students by doing reflection.

In the VIRTUE-BOOK, there are examples of analyzing the messages or moral values in fairytales. Providing examples of how to analyze and decipher messages in fairytales is essential for students because giving examples is the most appropriate teaching method for elementary school students (Asshidiq et al., 2019: 101). These examples can make abstract concepts about deciphering messages in fairytales more concrete as the function

of learning media (Sanaky, 2013). Therefore, it is helpful to decrease learning loss in terms of learning recovery.

### **Develop: The feasibility of the VIRTUE-BOOK**

The contents of learning media should be by essential competencies, indicators, and learning objectives (Aqib, 2013); (Sanaky, 2013); (Arsyad, 2016); (Sudjana & Rivai, 2017); (Supriadi, 2013). VIRTUE-BOOK contains material about decoding messages from fairy tales. This material is by the scope of material in class III SD, namely KD 3.8. Describing messages in fairy tales that are presented orally, in writing, and visually with the aim of pleasure. The KD is contained in Theme 2 (Loving Plants and Animals) in Sub-themes 2 and 3 (Kurnianingsih, Sinyanyuri, & Assegaf, 2018).

The audio in VIRTUE-BOOK is appropriate according to Smaldino et al. (2014) criteria, namely according to learning objectives and the age of students, contains accurate content, and has adequate technical quality. The audio used in VIRTUE-BOOK is in the form of back sound from the atmosphere in the jungle.

From a visual standpoint, VIRTUE-BOOK meets the eligibility criteria; namely, it contains illustrations with a proportion between 70% - 90% (Trimansyah, 2020). The colors chosen are bright, so children like them (Smaldino et al., 2014). The text in VIRTUE-BOOK uses the Calibri font type, a member of the Sans Serif family. Sans serif fonts are suitable for screen displays because they are easier and faster to read (Hojjati & Muniandy, 2014). In terms of stories, VIRTUE-BOOK has met the eligibility criteria for children's stories as a theme that is simple and close to children (Saxby & Winch, 1991). VIRTUE-BOOK has also completed the eligibility criteria for developing software for learning according to Wahono (in Supriadi (2013)) namely effective, efficient, simple, reliable, maintainable, and reusable.

### **Develop: The Practicality of the VIRTUE-BOOK**

Practical trials aim to test whether the product being developed is practical and easy to use by users (Fithriyah & As'ari, 2013). VIRTUE-BOOK media users are students and teachers of class III SD. In line with the opinion above, practicality, according to Akker et al. (2013), means can be used by the settings that have been designed and developed (usable). More detail explains that practical means students can learn by using the media, and teachers can also apply it in learning.

Multimedia is said to be practical if users (educators and students) easily use interactive multimedia (Akbar, 2016). Based on the student and teacher response questionnaire, the VIRTUE-BOOK media met the practical criteria. 'Practicality' refers to the degree to which users (and other experts) perceive the media as clear, usable, and cost-effective under 'normal' conditions (Akker et al., 2013).

Besides being easy to use, learning media is practical if it meets the following criteria (Sudjana & Rivai, 2017). Easy to obtain, meaning that it can be produced massively. 2) By the efficiency of time available in its use. VIRTUE-BOOK is in the form of an android application, so it will be easy to distribute.

Wahono (in Supriadi, 2013) also conveyed that learning media is practical if it is maintainable and easy to maintain or manage. VIRTUE-BOOK, an application stored on the phone, does not require hard storage.

Another measure of practicality is readability or legibility (Smaldino et al., 2014). VIRTUE-BOOK is designed to be easy to read by paying attention to the font size (24 pt), typeface (Calibri), and text color contrast against the background. Calibri is a typeface with a simple model (Microsoft Team, 2022); therefore, students can easily recognize it. VIRTUE-BOOK's visual design also pays attention to overall color harmony so that no visuals are blurred or unclear.

## CONCLUSION

The conclusions of this research and development are as follows. The product produced in this research and development is named VIRTUE-BOOK. VIRTUE-BOOK is a digitized android-based learning media. It has some features to increase integrity and decrease learning loss for a learning recovery. VIRTUE-BOOK is very feasible as a learning media for third-grade elementary school students, based on material and media experts' validation results. The final result of the validation of the material expert is 3.7 (very feasible), and the media expert is 3.56 (very feasible). VIRTUE-BOOK is very practical to use as a learning medium to improve integrity and reduce learning loss for learning recovery, based on the results of assessing student and teacher responses. The average student response score was 89.95%. Meanwhile, the teacher response average score was 3.6. Both are in the very practical category.

## ACKNOWLEDGMENTS

Thank you to the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, which has funded this research and all parties involved and assisted in collecting this data.

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