

CHAPTER I

INTRODUCTION

1.1. Background of The Research

The base of all the crises is actually crisis of moral and character. There is a lot of moral deviation behaviour committed by students or adolescents in Indonesia. It shows the depravity of ethics haunting the future of the nation's next generation. The Indonesian Commission on Child Protection, or KPAI (Komisi Perlindungan Anak Indonesia), reports that 24 incidents of violence took place in schools in January 2019. The number of student-committed crimes has grown. The Central Agency on Statistics, or BPS (Badan Pusat Statistik) reported that out of 336.652 criminal instances, 2.18% were perpetrated by students (Rusilowati & Wahyudi, 2020, p. 447). This suggests that in order to promote more moral student behaviour, moral and character education within the educational system needs to get significant attention.

The implementation of character education aims to develop and shape individual character, such as positive values, ethics, and morals in living daily life and interacting with others. Character education's primary goal is to assist students build better personal qualities in terms of integrity, empathy, responsibility, cooperation, and honesty. Character education that is instilled through the process of learning and understanding good values that can help shape morally and socially better individuals, who are able to make wise decisions, can contribute positively in society, and have strong leadership qualities. Character education aims to teach students how to make wise judgements and put those decisions into practice in their everyday lives so they can improve the environment (Sukardi, 2016, p. 47). The Pancasila student profile (Profil Pelajar Pancasila) is one way that the Merdeka curriculum incorporates character education into the teaching and learning process.

Indonesia has always experienced changes and curriculum changes from time to time. This curriculum change occurs due to several factors, such as due to changes in the government system by changing the new president, because there are system updates carried out from all aspects including education, social, political,

and economic, and curriculum changes also occur because they are expected to achieve the goals of education itself. Curriculum changes are a result of a number of circumstances, including the quick advancement of science and technology, the population boom, modifications to the political structure such as a presidential transition, advancements in information and technology, and fresh perspectives from specialists in the field of education (Andriani, 2020, p. 6).

Curriculum changes have occurred since 1945, until today there is a Merdeka curriculum. This curriculum is an expansion and implementation of the emergency curriculum that was initiated in response to the Covid-19 pandemic's effects. The principle of this new curriculum is student-centred learning, that allows students to choose subjects that interest them (Cholilah et al., 2023, p. 59). Critical thinking is needed in the 21st century curriculum, as stated in the Merdeka curriculum. Offering individual the chance to engage in personal and intellectual problem-solving activities can help them to improve their thinking abilities in a way that is suitable for them by allowing them to tackle a range of issues they encounter become more fluent in Indonesian (Azizah, 2023, p. 13). The Pancasila Student Profile outlines the competencies and character traits that need to be developed in each individual student in Indonesia. It can guide education policies to be centred or oriented towards students, with the goal of building the six dimensions of the Pancasila Student Profile in a comprehensive and holistic manner. Students that fit these characteristics include those that are faithful, devout to the One Almighty God, globally diverse, critical thinkers, creative, cooperative, and noble character (D. Irawati et al., 2022, p. 5). With the transformation of the curriculum into the Merdeka curriculum, hopes are raised for an improvement in Indonesia's educational standards, and can shift from teacher-centred to student-centred, where there are no passive learners in the classroom.

In English learning, students are meaning-makers in the reading process, which enables them to link the text with their knowledge. English learning to read should shift from teaching lexicogrammatical relationships in texts to the teaching of processes, or methods, for text analysis, because students are meaning makers. This

is so that students can connect the text with the knowledge they have (Lian & Yunus, 2018, p.1). Previously, the process of teaching English in Indonesia focused on grammar and memorisation, and this must change because learning is not just about mastering grammatical structures.

EPI (English Proficiency Index) which ranks English proficiency in several countries retrieved Indonesia ranks 79th out of 113 countries, indicating that the English language proficiency score of the Indonesian population is at a low level (EF EPI, 2023). Students' reading literacy levels are also considered low. One of the factors affecting the decline in English proficiency levels in Indonesia is the low level of literacy in Indonesian society, especially among Indonesian students (Putri et al., 2022). In fact, students' reading ability is very important, as one of the bridges to understanding other sources of knowledge. Then, there is a decrease in the ability of knowledge and skills of students or learning lost as evidenced by the results of PISA. Based on PISA (International Program for Student Testing), Indonesia experienced a decline in rank from 2015 to 2018, where it was ranked at 74 out of 79 member countries in this international assessment. Only 30% of Indonesian students achieved a reading competency level of at least 2, which is significantly lower than the OECD average of 70%. The percentage results indicate that students reading comprehension is limited to recognizing the main concept in a long, moderate text and locating information through explicit means (OECD, 2023). For better English language learning, transformative pedagogy is needed in order to be able to improve EPI in Indonesia (Putri, D. A. D. R., Bumela, L., & Ikawati, n.d, p.6).

Chart 1.1 EPI Indonesia

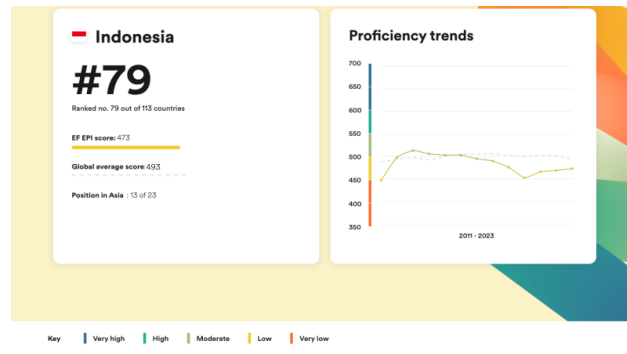
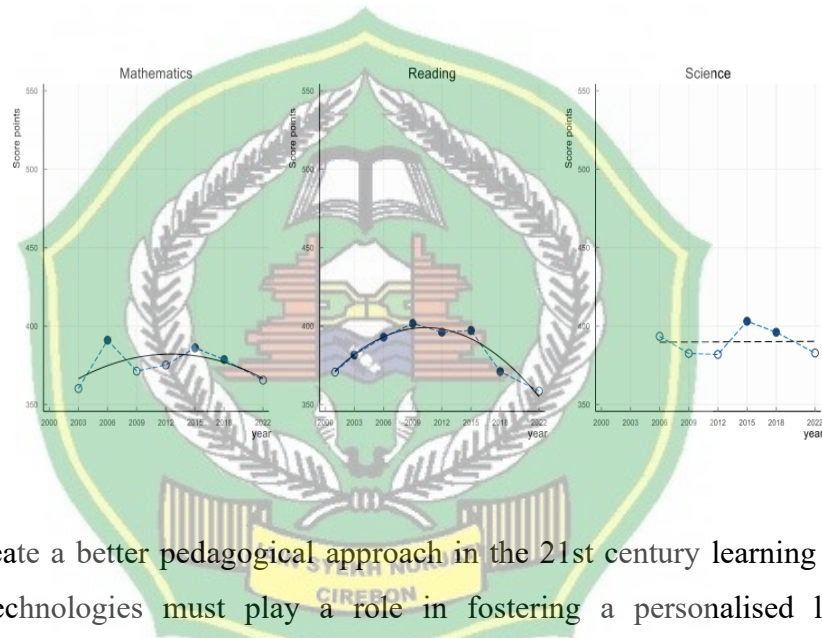


Chart 1.2 PISA Indonesia Results



To create a better pedagogical approach in the 21st century learning context, current technologies must play a role in fostering a personalised language experience (Bumela, 2020, p. 5). Technology can be utilised as a tool in language learning to create personalised experiences for students, according to their needs. Besides the use of technology in learning, in this era of curriculum and learning, students have a central role in their learning process, which allows them to explore their interests, learn according to their own learning styles and needs. Students can actively explore knowledge through knowledge and critical thinking. transformation in pedagogy must be newer, such as exploratory learning, holistic pedagogy, student centred and new paradigm. The transformation in pedagogy must be newer, such as exploratory learning, holistic pedagogy, student centred and new

paradigm (Ellen et al., 2023, p. 174). Utilizing digital resource can serve as a means to inspire and engage students, as it fosters a creative approach to the learning process is creative, interactive, and focused on deep understanding. A variety of media can be used as digital learning resources, such as text, graphics, videos, simulations, music, pre-programmed learning modules, and learning objects (Apoki et al., 2020, p. 22).

Digital storybooks can be used as a technology-based learning tool for students. As a tool in English language learning, digital storybooks present a text along with illustrations, so that the text can be easily understood. Digital storybooks can be thought of as improved multimedia presentations that incorporate illustrations as well as other digital storytelling techniques. These techniques, similar to those found in paper books, are meant to aid in the reader's comprehension of the narrative (Bus & Takacs, 2019, p. 6). This digital storybook uses both words and graphics to tell its stories, which enhances the efficacy of the learning process for students. A digital storybook is an online resource that combines text, images, music, and sound effects to create an engaging narrative with a single educational goal (Irawati, 2018, p. 50).

Based on the students' low reading ability and deviant moral behaviour of students above, researchers are interested in conducting research using digital reading resources that have been developed previously. The digital reading resources made with CEFR-based, where the content in the book is adjusted to the level of students' ability level. It is intended to use the life of the prophet Muhammad, a Muslim role model, as the primary inspiration for the digital book that will be produced. Prophet Muhammad has the best character as a human being. It is intended for students to take advantage of and implement the message of the prophet's story.

Some of the cluster of the research exist in the field of reading, such as the digital reading platform (Azad & Chakravarty, 2022); (Ladbrook, 2014); (Roth Soracco et al., 2020); reading material (Mulyarti, 2013), (Ichsanda & Pulungan,

2014), (Nugraha, 2015); reading with moral values (Narvaez, 2002); (Faiciuc, 2014); (Istiqomah, 2019); digital learning resource (Moody, 2010), (Mohamed & Abd, 2019), (Fibriasari et al., 2021). From the previous studies above, the researcher will focus on digital learning resources.

The gap between this study and previous studies is that previous studies only examined how to employ digital books in the teaching and learning process to help students become better readers without considering the reading skills possessed by students. In reality, students possess different levels of comprehension when reading and understanding English texts, necessitating special attention to ensure that each student can comprehend and grasp the messages conveyed in a text. Reading skills is a cognitive process aimed at discovering information within a written text; therefore, reading is a thinking process to comprehend the content and capture the message of the text being read. (Lasdya et al., 2022, p. 84).

Furthermore, these studies did not use and review the selected stories whether they were in accordance with the students' ability level according to the CEFR level. The CEFR is used as a guideline that categorises a person's English language ability into various level, (Kaowiwattanakul, 2021, P. 67). By considering students' reading ability, students can better understand the texts they read.

Furthermore, the story's inclusion of components of Reading for Emotion is not discussed. Using an emotion constructionist technique called "reading for emotion," aims to arouse the reader's feelings, pupils read and comprehend texts as unique individuals (Ania Lian, 2017, p. 9). Reading for emotions allows students to engage more deeply with the story and its content, allows students to recognise the emotional aspects of the story, and allows the development of empathy skills.

Furthermore, the previous research does not mention the moral development of students that can be done through the reading process of the story. Moral values are measured based on standards to see a person's good or bad behaviour, based on the standards of goodness that exist in society (Ayala, 1987, p. 2). Through the

development and improvement of students' moral values, it is expected that students can become better individuals gradually and in the process.

It can be concluded that there are several shortcomings that need to be addressed in research on digital learning resources. These include discussing the importance of students' reading proficiency levels in English texts adjusted to the CEFR level. Additionally, there is a need for integration of the aspect of reading for emotion in stories and incorporating moral values into the narrative as a means to guide students' moral ethics.

The shortcomings in previous studies are important to be studied and integrated in the development of digital learning resources to assist students easily understand the story and the information in it. By considering aspects that have not been explored by previous studies, researcher try to conduct research on digital storybooks that have been developed by researchers to provide reading materials that suit the needs and characteristics of students also help nurturing students' moral values, and find out students' and teachers' perceptions regarding digital storybooks.

1.2. Identification of Issues/Phenomena

The problems that arise based on the background above are serious and important problems in the world of education in Indonesia. In addition to these problems, there are several cases that occurred and were committed by students in Indonesia which are serious issues among students, here are the cases that occurred:

- 1) Some students in Indonesia show disrespect for teachers and school authorities.
- 2) Students in Indonesia often engage in fraudulent behaviour such as cheating in exams.
- 3) Some students in Indonesia engage in bullying behaviour towards their friends.

- 4) Some students commit criminal acts such as stealing, even committing murder.
- 5) Some students break school rules

Students in Indonesia often engage in cheating behaviour such as cheating during exams, which shows the lack of integrity that students have, because honesty and ethics are the most important things in the Education process to ensure that the results obtained are the result of students' own hard work and effort. Furthermore, students violate school rules, such as in terms of dress, and sometimes there are students who are late for school. This shows a lack of student discipline, and reflects a lack of student compliance with existing regulations (Utami, 2021).

Most students in Indonesia show a lack of empathy towards those around them. Some students in Indonesia show disrespect to teachers and school authorities. Some students in Indonesia engage in bullying behaviour towards their peers. Examples of these behaviours reflect students' lack of empathy towards others, where they show behaviour with a lack of compassion for others, and a lack of respect for elders (Febriani, 2023).

Some students commit crimes such as stealing, even murder which reflects the dryness of understanding of the knowledge that has been acquired. This is a bad behaviour, delinquency, and crime that possessed by students (Khoeron et al., 2024).

The issues described above are behaviours that show the destruction of moral values owned by students. Based on these problems, researcher drawn in discussing the problem of students' lack of moral values in the realm of empathy and integrity. As is known, students as the nation's generation should have good attitudes and moral values. Therefore, the researcher is interested in raising this issue to find out further, whether a learning media in the form of reading material that has been developed by the author in the form of narrative text about the prophet Muhammad can be used to provide an understanding that arouses students'

emotions about good human behaviour towards others as a means of instilling students' moral values gradually. The integration of technology in the story presented with illustrations and story content adapted to various levels of students' English language abilities is also expected to be a solution to attract students' interest in reading, and can be used as a medium for learning English. As well as getting responses from students and teachers regarding their views on the learning media.

1.3. Delimitation and Focus of The Study

The limitation of this research is that this research only focuses on discussing the reading material that has been developed by the author, namely the digital storybook of the prophet Muhammad as a new innovation in English language learning to be able to help arouse the hearts and provide an understanding of good moral behaviour towards junior high school students. This study also has other limitations, namely, it can only conduct research on junior high school students in one class only. This research has limited research time and funding, because the author has a fairly short time and funding limitations, so researchers must have limitations for this research.

1.4. Research Questions

This research has several things that will be conveyed, as follow:

- 1) How is the process of digital learning resources that integrate the moral values of Prophet Muhammad developed?
- 2) How can this digital learning resource be used as learning media in the classroom?
- 3) How do teachers' perception and experience the benefits of using CEFR-based digital learning resources in their teaching activities?
- 4) What are the students' perceptions and experiences from the benefits of using CEFR-based digital learning resources that tell the story of Prophet Muhammad in the learning process and the formation of their views?

1.5.Aims of the research

The study aims have been arranged based on the research question posed above, as follows:

- 1) To explain how this digital learning resource is developed by integrating the story of Prophet Muhammad in it.
- 2) To find out how this digital learning resources can be used as a learning media in class.
- 3) To investigate how the benefits of using this digital learning resource based on teacher's point of view.
- 4) To investigate how the benefits of using this digital learning resource based on the students' point of view.

1.6. Significances of The Research

From the research that the author conducted, it is hoped that it can be useful in terms of:

- 1) Helping to provide students with an understanding of good deeds and help in building students' moral values.
- 2) Helping students understand English texts in accordance with the CEFR level of their ability.
- 3) Provide alternative media for teachers in teaching English.
- 4) Helps increase students' motivation in reading.

1.7. Theoretical Foundation

This research is based on several theories related to this research. Some of the theories that constitute in the literature review of this study as follows:

1.7.1. Neuroscience of Story

Stories and logic are two ways of thinking, which are interconnected, cooperate with each other, and work according to their respective functions. Stories and logic interconnected as a way to thinking, each can solve problems that the

other cannot, and each can create something that the other cannot. Logic is equation, correlation reasoning which inhabits the eternal present tense of this equals that. Story Is experiment, causal speculation, which requires the past/present/future of this causes that (Fletcher, 2023, p. 15).

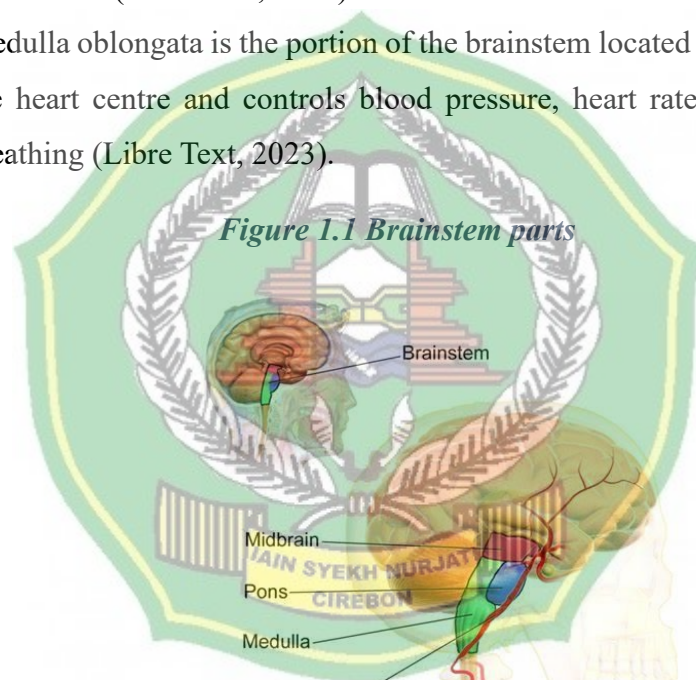
Every process or event that occurs in the mind or consciousness involves the functioning of the brain. The parts of the brain become more active when hearing or reading a story, namely in the brainstem, limbic system, and neocortex (Meilani et al., 2022, p.8)

The brainstem contains cluster of raphe nucleus (serotonergic), ventral tegmental region (dopaminergic), and locus coeruleus (noradrenergic) are the sources of modulatory neurotransmitter pathways. These pathways form a modulatory network that acts as a coordinator for the interaction between ascending and descending neural networks. The ascending networks, and the descending networks control the reception of sensory data while the rostral structures receive it from the body of input that influences emotional responses and activates characteristic emotional behaviours. The ascending networks convey sensory information from the body to structures located towards the front of the body, while the descending networks regulate the reception of input that influences emotional responses and activates characteristic emotional behaviours. The structures involved include the upper raphe nucleus which is able to produce serotonin, the upper locus coeruleus nucleus which produces noradrenaline which regulates the response, the ventral tegmental area-substantia nigra pars compacta complex which produces dopamine which works together in regulating the response to things that happen around, which then this information or response will be sent to higher parts of the brain so that it can produce a response that suits the situation. (Venkatraman et al., 2017, p. 6).

The distal portion of the brain that contains the midbrain, pons, and medulla oblongata is known as the brainstem. Every one of these parts has a different structure and purpose. Due to its special anatomy, these parts work together to control blood pressure, breathing, heart rate, and a number of other vital processes.

The brainstem's various tasks include housing cranial nerve nuclei and acting as a conduit for numerous significant neurological networks (Crumbie, 2023).

- 1) The midbrain is in charge of coordinating sensory representations of visual, auditory, and somatosensory perceptual spaces. Therefore, several activities in humans are related to this midbrain, such as temperature regulation, attentiveness, sleep and wake cycles, and motor control (Libre Text, 2023).
- 2) The pons is the main connection with the cerebellum. This region includes nuclei that control respiration, sleep, facial expression, hearing, and balance in addition to nuclei that transmit information from the forebrain to the cerebellum (Libre Text, 2023).
- 3) Medulla oblongata is the portion of the brainstem located below that houses the heart centre and controls blood pressure, heart rate, and involuntary breathing (Libre Text, 2023).

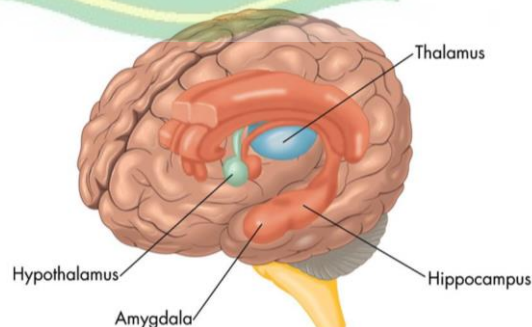


The limbic system is another area of the brain that becomes more active when reading a story. Its purpose is to connect emotion to thought and behaviour through a network of interrelated cortical and subcortical structures (Catani et al., 2019, p. 1725). The limbic system is located in the centre of the human brain. Its functions are emotional and cognitive, storing feelings, experiences and learning abilities. It also controls human bio-rhythms, such as sleep patterns, hunger, thirst, blood pressure, heart rate, body temperature and chemistry, metabolism and the immune system. The anatomical structure of the limbic system is responsible for

processing emotions and regulating humans. The limbic system acts as a person's main control panel that uses information from the senses of sight, hearing, body sensations, which are then distributed to the thinking part of a person's brain (Hadianto, 2007, p. 3).

In the limbic system, there are several brain areas involved, including the hippocampus, amygdala, and hypothalamus. The hippocampus is the center of memory in the brain. Short-term memories are stored as long-term ones in this area of the cerebral cortex. The hippocampus is linked to emotions, learning, and the process of bridging memories with different senses. Amygdala has the primary function of controlling emotional responses, such as feelings, fear, anger, and happiness. In addition to its main function, the amygdala is associated with emotions and memory, determining the strength of the memory to be stored, and participating in the formation of new memories related to fear. The hypothalamus functions is releasing hormones that regulate emotions, such as feelings, pain, hunger, thirst, and anger. One hormone that the hypothalamus releases is oxytocin, which is a chemical compound that has the ability to elicit empathy. The hypothalamus regulates and maintains vital nerve functions for heart rate, body temperature, blood pressure, and breathing in addition to its involvement in releasing different hormones (Meilani, 2022, p. 15).

Figure 1.2 Limbic System parts

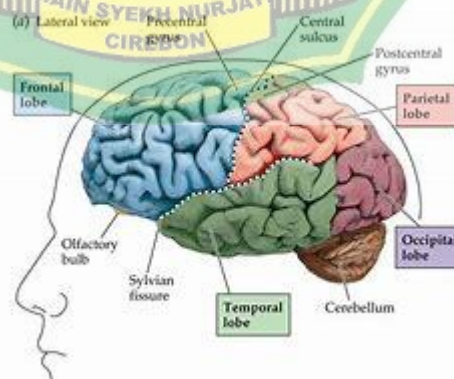


Another part of the brain that will be more active when reading a story is neocortex. The neocortex is involved in high-level functions in the human brain, such as sensory perception, generation of motor commands, language, and social

reasoning. Information from some memories temporarily stored in the hippocampus will be transferred as general knowledge in the neocortex. The neocortex, located in the brain, consists of four distinct parts: the frontal, parietal, occipital, and temporal lobes. Each lobe serves a unique task (Chloe Bennet).

- 1) The frontal lobe is in charge of choosing and coordinating behaviour. The human executive function, which includes actions like task switching, reinforcement learning, and decision-making, functions in this area.
- 2) The parietal lobe is involved in spatial awareness, decision-making, numerical cognition, and information processing.
- 3) The occipital lobe is organizing principle for visual functions, which is the main region for visual perception and is encircled by the visual association area.
- 4) The temporal lobe contains the hippocampus and the amygdala. The hippocampus and the amygdala are located in the temporal lobe. The brain performs various processes such as processing sensory information, creating language, emotions, and meaningful memories. Furthermore, it is accountable for declarative memory, encompassing memories that may be articulated, such as acquired knowledge.

Figure 1.3 Neocortex part



The human memory system can remember and anticipate events that occur decades ahead. The human memory system allows for operation at various levels and involves interactions between different modules in the brain. Declarative

memory in human functions to recall and articulate, such as the performance of semantic memory for facts and knowledge or episodic memory that recalls personally experienced events (Teske, 2006, p. 178).

1.7.2. Reading for Emotion

Emotion is a response of the mental and physical aspects that is automatically activated when one realizes that a situation requires such a reaction (Venkatraman et al., 2017, p. 2). Reading for Emotion is an approach in which the text acts as an emotional construct designed to evoke emotions in the reader. In the process of interpreting the content of texts that contain reading for Emotion, it is determined by the dynamics that students bring to their reading context with 6 generic structures, including focus, disturbance, dialogue, development, resolution, and morale (Lian, 2017, p. 7).

The Reading for Emotion model offers a very new way of thinking in understanding critical reading that has become one of the new perspectives in literacy education that focuses on emotional literacy, which is crucial for effective communication (Lian, 2020, p. 445). In order to analyze the various emotions expressed in the text, one can utilize a readily available list of emotions found on the internet. By examining the sections of the text that deviate from the typical structure in systemic linguistics, one can employ "Reading for Emotion" as an educational tool for students to gain a deeper comprehension of the text's meaning, independent of grammatical analysis (Bumela, 2020).

When a text discusses a subject at odds with the reader's values and views, reading it can evoke strong feelings and have a significant impact on how well the reader learns from it. Positive emotions generally make it harder to forecast scientific information, however negative emotions can help predict memory, independent of the type of text and the moment of emotion (during reading or recollection). Emotions also affect the various stages in the processing of information from a text. In reading a text, the reader is involved with cognitive processes that include attention, inhibition, and activation of memory networks, because of this emotion on learning outcomes depends not only on the type of

emotion felt but, on how the interaction between emotions and various cognitive processes occurs. As a result, feelings have the power to affect both the process of reading and the results that are obtained, such as new knowledge, conceptual shifts, and attitude changes (Pekrun, 2022, p. 2). Language is an expression of different personalities. There is a reciprocal relationship between emotions and the reading process, wherein when emotions are triggered during the reading process, they will influence that reading process. Emotional intelligence or affective competence is a process of recognizing, expressing, and directing emotional life. In addition to emotions, self-balance, self-esteem, and empathy (Jiménez-Pérez et al., 2023, p. 117).

1.7.3. Emancipated Curriculum

In the podcast entitled CALL history, future, and direction, Bumela stated that curricula set out by UNESCO is relevant with the 21st Century. Which includes, the curriculum should build connections between interdisciplinary, intercultural and ecological fields. It should also give children access to knowledge without limitations and encourage children and youth as well as adults to think about what is not included in the curriculum, realising the underlying assumptions. Furthermore, the world can only be changed with empathy and compassion where teachers have dignified working conditions and ongoing professional support. Ania Lian (2017) stated in thesis (Ellen & Sudimantara, 2023, p. 173), the curriculum develops dispositional skills that serve to help students to be able to engage meaningfully, ethically, and critically, as well as support creative participation and understanding of local and global contexts that reflect the context of learning used for people and society.

In the ASEAN curriculum, the suggested teaching and learning activities encompass principles of inquiry-based and student-centered learning as a means to build and cultivate 21st-century skills for students through learning. In designing learning content, teachers have the freedom to tailor their instruction based on the prior knowledge students already possess and their needs, by first assessing the materials according to the students' prior knowledge (ASEAN, 2012).

Emancipated curriculum implements exploratory learning, which emphasises students to learn and explore, and create experiences for themselves. It encourages students to freely explore relevant educational resources to become active participants, rather than passive recipients of their learning. In the current era, the learning curriculum in Indonesia has changed to use the Merdeka curriculum, which was initiated by the ministry of education and culture, Nadim Anwar Makarim. This curriculum offers a learning process that shifts from teacher-centred learning to student-centred learning. Emancipated curriculum applies exploratory learning that emphasises students to learn and explore things on their own. To be able to improve education, Indonesia needs to implement transformative learning that prioritises critical thinking and student-centred learning. Transformative learning encourages students to engage with and make sense of the world around them, fostering deeper and more meaningful learning experiences (Ellen & Sudimantara, 2023, p.165). The shift in the learning process is done can help students become more independent learners who can investigate and learn new things on their own, independent of the teacher's explanations and course materials. As a result, students are free to tailor their education to suit their requirements, interests, and learning preferences.

Student agency and learning have a circular relationship during the learning process. When learners take an active role in choosing their own learning methods, they become more motivated to study and establish their own learning objectives (OECD, 2019). Each individual student has a different way of learning and learning style according to their comfort and understanding. There are those who have visual, auditory, and kinesthetic learning styles. In the learning process, students have different optimal ways of learning and understanding new information (Sumantri, 2019, p. 149). This difference ways and styles of learning must be understood by teachers, because each individual student must have differences in the way they learn, therefore several methods can be used to carry out the teaching and learning process, allowing pupils to suit their particular learning requirements. It's critical to recognize the specific peculiarities and characteristics of every student in the classroom when discussing learning (Williams, 2017, p.3). In addition to the

approach provided by the teacher to aid the learning process, students can make decisions, and take their own initiative to learn in what way and how according to their abilities and needs. Students have the motivation to make decisions and choices in their learning process (Vaughn, 2020, p.5).

In addition to equipping students with a variety of knowledge in the learning process, there is another important thing that must be instilled and applied to students, namely Attitudes and Values as the main component to help students in facing a desired welfare and future. Values and attitudes are a person's guiding principles and worldview that inform their decisions, assessments, behaviours, and acts that contribute to the welfare of the individual and the community. Therefore, attitudes, values and knowledge are *interdependent* and need to be taught to students (OECD,2021).

To face the challenges of the 21st century, there are three forms of transformative competencies needed for students to make a positive impact on the world, prosper there, and create a better future. First of all, as a means of critical thinking and creativity, students can innovate and create new value in order to improve lives. Examples of this include starting new enterprises and employment, developing fresh ideas, information, and insights, and coming up with solutions for a range of issues. Second, and this calls for empathy and respect from students, students are able to weigh opposing, or seemingly incompatible arguments to comprehend an opposing viewpoint more thoroughly, construct arguments in favor of their own, and come up with workable solutions to problems. Third, students are able to take responsibility, this is a reflection of evaluating one's own actions and actions based on their knowledge so that students can respect and work with themselves (OECD, 2020).

Technology is essential in various sectors, such as the economy and education. Human activities have become dependent on the daily use of technology; however, issues like global warming and global desertification still pose threats. In response to this, a new idea has emerged, such as the “green economy” that aimed at addressing climate change and achieving energy security by advancing renewable

technologies to transform into an innovative, clean, and greener economy. The green economy offers the possibility of new jobs and requires new skills in emerging occupations, emphasizing interdisciplinary work and high responsibility. All occupations require "greening," which necessitates technological and communication skills. Therefore, the education system should promote a multidisciplinary learning environment (Pop et al., 2011, p. 1023). Through this perspective, society will enter the era of a "digital society", where technology is not only used as a means to facilitate social activities but also plays a role in promoting new values by acculturating them with technology-based values (Herdiana, 2021, p. 78). There are 8 key competencies that learners need now and in the future in the learning process, in order to reach their full potential, and meet the different needs of each students to face these challenges (Commission, 2019), such as:

1) Literacy Competence

The literacy competence is to recognize, comprehend, articulate, generate, and interpret ideas, sentiments, information, and opinions both orally and in writing, utilizing visual and digital resources across a range of subject areas. Consequently, this ability calls for proficiency in both writing and reading in addition to a solid comprehension of written material. It also involves the capacity to communicate both verbally and in writing in a range of contexts, as well as the ability to recognize and apply different kinds of sources in order to locate, gather, and analyze data and present strong arguments. The final trait is having a good outlook through the capacity for critical discourse, which denotes knowledge of how language affects other people and the beneficial use of language.

2) Multilingual Competencies

The capacity to communicate successfully and appropriately in a variety of languages is this competence. This calls for familiarity with social customs, cultural nuances, and diversity as well as the vocabulary and functional grammar of several languages. Furthermore, the skills that are important to master in this competency are understanding messages, initiating, maintaining, and concluding conversations, reading, understanding, and

composing texts with various levels of proficiency in language. Furthermore, possessing an optimistic outlook, a respect of cultural diversity, and a keen interest in language and cross-cultural interaction.

3) Mathematical Competence and Competence in Science, Technology and Engineering

Mathematical competence is the capacity to create and utilize mathematical insights (formulas, models, graphs, charts) to solve problems in a variety of situations in the conditions of everyday situations. In this case the knowledge required is a good understanding of numbers, measurement, structure, basic mathematical operations and presentation, understanding of mathematical terms and concepts. The ability to think mathematically, apply fundamental mathematics and mathematical processes to real-world situations, and comprehend mathematical proof is needed in this instance. Technological and engineering competencies involve utilizing methods and knowledge to address human needs.

4) Digital Competence

This involves using and engaging with digital technologies confidently, responsibly, using digital technologies to learn and participate in Society. It contains skills in media literacy, problem solving, critical thinking, digital context creation, programming, security, and digital wellbeing. It also includes skills in information and data literacy, media literacy, communication, and teamwork. Individual need to know that in this situation, digital technology can facilitate opportunities, impacts, creativity, innovation, and communication. People can work together with others, create for social, economic, or personal uses, manage and safeguard data, and interact with artificial intelligence using digital technology.

5) Personal, Social, and Learning to Learn Competence

These include social, intellectual, and personal abilities like self-reflection, efficient time and information management, teamwork, and learning self-management. Individual need to be resilient and able to handle stress and uncertainty. They also need to be able to cooperate and negotiate,

communicate effectively in a range of settings, show tolerance, recognise and accept differing viewpoints, and be empathetic.

6) Citizenship Competencies

Civic competence refers to the capacity to fulfil the duties and responsibilities of a citizen and actively engage in social and civic activities. This encompasses the capacity to engage in productive and efficient communication with individuals for the benefit of the general population, involving skills in critical thinking, problem-solving, argument development, active participation in the community, and the ability to make decisions in various situations.

7) Entrepreneurship Competence

Entrepreneurship competency encompasses the capacity to seize chances and concepts, and convert them into valuable outcomes for others. The foundation of this is rooted on creativity, critical thinking, and problem-solving. Individuals should be aware of and understand the planning and approaches to a project, have knowledge of economics, opportunities, and social challenges faced.

8) Cultural Awareness and Expression Competence

It requires comprehension of how an idea and its significance may be artistically conveyed and shared across different cultures through art forms and other cultural manifestations. Proficiency in local, national, regional, and global cultures, encompassing language, heritage, traditions, and cultural artefacts, is necessary. It is imperative to comprehend cultural identity, legacy, cultural diversity, and art as a means of perceiving the world. These skills encompass the capacity to perceive an idea, experience, and emotion in a metaphorical and conceptual manner through empathy, and to articulate them through artistic or cultural mediums.

1.7.4. Character Education

Character is something that every human being must have. In the Indonesian Dictionary (2008) character is defined as the psychological, moral, or ethical traits that distinguish a person from others. Based on this, character needs to be taught and involved in the education process of students at school. The term "character" is often equated with the terms "*temperamen*", "*disposition*" or "*morals*". Etymologically, character has various meanings such as "*kharacter*" (Latin) means instrument of marking, "*charessein*" (French) means to engrave (engrave), "*watek*" (Javanese) means characteristic wanci, "*watak*" (Indonesian) means "*innate traits that influence behaviour, character, character, and temperament*" (Nurdin, 2010, p. 71).

Character education is used to help students develop their moral values so they may act as law-abiding citizens, respect their country, and follow their faith. In order for students to have values and character as themselves, apply these values in their personal lives as individuals, as members of society, and as religious, nationalist, productive, and creative citizens, character education is defined as an educational process that cultivates these qualities in students (Judiani, 2010, p.282). Religious, nationalist, intelligent, responsible, disciplined, independent, honest, wise, respectful and polite, generous, helpful, mutual cooperation, confident, hardworking, resilient, creative, leadership, democratic, humble, tolerant, solidarity, and caring are among the values that can be developed through character education and should be ingrained in each and every student. Students who receive character education will be able to learn more and apply it, evaluate and draw conclusions, and personalise moral principles and good character traits that show up in their day-to-day actions (Iskandar et al., 2022, p.186). So, students can distinguish between good and bad, and behave in accordance with the norms of goodness. Having knowledge of what is good, desiring what is good, taking action to do what is good, and cultivating positive mental, emotional, and behavioural patterns all demonstrate a person's virtuous character. Individuals undergo character development when a value transforms into a virtue, which is an inherent quality that

can be trusted to consistently respond to events in morally upright manners (Zidniyati, 2018, p. 47).

Character education in the Islamic view is the values of goodness that are reflected in a person. Character is known as *akhlak* or moral. This concept of character education is known as moral (*aqidah or akhlaq*) which leads to student character education. Imam Al-Ghazali reveal character is defined as human spontaneity in acting or doing actions that are inherent in humans that appear automatically without thinking about it (Yusuf et al., 2022, p. 138). On the other hand, *akhlak* is a science that explains the meaning of good and bad, explains what creatures should do to others, and what creatures should do to the God (*Kholiq*) and act in accordance with the nature of the creation of each creature. Regarding the connection between ethics (*akhlaq*) and behavior, Imam Al Ghazali wrote in *Ihya 'Ulumuddin*, "Ethics is an expression of the state inherent in the soul, and from it arise actions easily without the need for lengthy thinking and many considerations." In another definition, ethics is the manners or code of conduct firmly held by an individual, so that manners or code of conduct become part of his creation. In modern terms, manners encompass both manner and etiquettes. It is not just a series of behaviours but also involves attitudes. This means that the process of shaping manners requires several elements: cultivating good inner attitudes, engaging in related habits, imparting knowledge so that behaviour arising as a habit is not only physical and mechanical, fostering motivation, and demonstrating the virtues of such manners (Hairuddin, 2013, p. 171). Therefore in the realm of education, moral education can be said to be moral education (Rifa'i, 2016, p.7). Moral education can develop a sense of being with others, making one committed to one's own personal responsibilities and actions (Chowdhury, 2016, p. 2).

Morals are related to the principles of good and bad that are manifested in behaviour as a description of the state of the soul, the character of a person; and moral components consist at least of moral considerations (inner state) and moral behaviour (outer state and outward state) (Surur, 2010). Moral education is an approach used to teach and apply knowledge, attitudes, values, and beliefs to be

able to live in society, and become informed, caring, responsible members of society, who understand and have faith in the notion of "equality, decency, and human well-being" (Julia et al., 2020). Morals and ethical foundation are important that can determine decision-making, self-regulation, and self-behaviour in society (OECD, 2019).

There are several aspects that constitute the object of character education based on the traditions of scholars in education, which have proven to be able to produce generations not only in terms of cognitive aspects but also in terms of behaviour/ethics. This is done through moral education. Moral education in each individual must be carried out at every stage of their growth, and this can be achieved by instilling love for Prophet Muhammad in the hearts of every child. Prophet Muhammad is an ideal role model with noble character traits. From 'Ali (may Allah be pleased with him), the Messenger of Allah said: "Teach your children three things: the love of your Prophet, the love of his family, and recitation of the Qur'an." Furthermore, it is necessary to teach etiquette to every child. The first etiquette that must be taught to a child is etiquette towards Allah subhanahu wa ta'ala. Even in the womb, parents should introduce Allah to the fetus through various acts of worship, such as reading the Qur'an, engaging in remembrance (dhikr), and seeking knowledge. Etiquette should be taught to every child at all times in various situations, and the Prophet has provided good examples and models in displaying proper etiquette (Hairuddin, 2013, p. 172).

According to article 3 of law No. 20 of 2003 on the National Education System, the main purpose of national education is to (1) enhance skills and shape the character and civilization of a respectable nation in order to educate the nation's life (2) develop the potential of students to become individuals who are loyal and devoted to God Almighty, possess noble character, and are in good health (3) develop the potential of students to become individuals who are loyal and devoted to God Almighty, possess noble character, good health, knowledge, capability, creativity, independence, and (4) become democratic and responsible citizens. Character education can serve as a method to cultivate positive character traits in

students. The creation of students who are noble and can behave ethically and responsibly in society is in line with the goals of Indonesia's national education, which aims to produce a generation that has faith, piety, and noble character that is reflected in daily life through attitudes, behaviour, and interactions with others (Sukardi, 2016).

1.7.5. CEFR

The Common European Framework of Reference for Languages (CEFR) is a guideline used to describe the language competence of English language users at different levels (Kaowiwattanakul, 2021, p.2). There are 6 levels to assess and determine the level of language competence ability such as A1, A2, B1, B2, C1, C2 (Europe, 1997, p. 33-36).

- 1) A1 (Breakthrough) level is the lowest level of English language acquisition. The learner has achieved the basic ability to communicate, although still in a limited scope. Learners can interact, respond, answer and ask questions in simple ways related to themselves, and where they live.
- 2) A2 level, allows learners to perform everyday interactions in various situations. They can greet people politely, ask for news, respond to news, respond briefly to social questions, ask and answer questions about their free time, make and respond to invitations, discuss plans about what to do and where to go, and make appointments. In addition, they can also carry out activities in the wild such as making simple transactions in shops, banks or post offices, finding out basic information, asking questions and giving directions.
- 3) B1 level (Threshold), have two features that signify someone is at this level. The first feature is that a person can maintain interaction, convey what they want to convey in various contexts. Such as being able to understand the main points in a discussion spoken in simple language or sentences. Can give personal opinions in a discussion, express what is thought clearly by using simple language flexibly, can maintain a conversation or discussion even though it is difficult to say the point exactly and sometimes correct or

correct grammatical and lexical planning. The second feature is the ability to solve problems in daily life flexibly, such as being able to cope with situations that are rarely encountered or occur on public transport, participating in familiar conversation topics, taking the initiative during interviews or consultations, and making complaints, asking someone to repeat what they have just said.

- 4) B2 level (Waystage), one can explain and defend one's arguments, make relevant comments, explain one's point of view by giving an account of the advantages and disadvantages of various options, have well-reasoned arguments, develop arguments that give reasons for supporting or opposing a particular point of view. Can speak naturally, fluidly and effectively, can understand what someone is saying to him/her even in a noisy environment, initiate conversation, speak when it is his/her turn, adjust to changes in direction, style and emphasis usually found in conversation, correct language errors used for fear of causing misunderstanding. Then, be able to give feedback and respond to the statements and conclusions of other speakers so as to help develop the discussion, and be able to use conjunctions efficiently.
- 5) C1 level (effective operational proficiency), People at this stage are able to communicate fluently and spontaneously, such as being able to express themselves fluently and spontaneously without great effort, having a wide mastery and vocabulary so that they can overcome gaps by using substitute words. Can compose words and sentences in a structured way, can use specific phrases to start a conversation, produce clear speech, and can perform well-structured speech.
- 6) C2 level (mastery), At this level one has the precision, appropriateness and ease of language that characterise the speech of those who have become successful learners. They are able to convey their meaning precisely and sensibly, have a good command of idiomatic expressions and colloquialisms, are able to rephrase the intended sentence, with alternative sentences so that the interlocutor does not realise it.

1.7.6. Digital Learning Resource

Currently, technology has been integrated in the field of education as a medium or learning resource that is used to assist the learning process. In 21st century learning, the role of modern technology is to foster personalized language experiences as a prerequisite for creating better pedagogical approaches (Bumela, 2020). The application of technology and communication in education has become a necessity as a new innovation to help achieve success in the learning process, and digital media can be used to support a flexible teaching and learning process, and provide benefits for its users (Astutik et al., 2021, p. 275).

Any instrument or item included within the curriculum that significantly enhances the teaching and learning process to meet particular goals is considered a learning resource. Audio, graphic images, pictures, videos, simulations, animations, learning objects, and preprogrammed learning modules are examples of digital learning tools (Apoki et al., 2020, p. 22). Digital learning resources are becoming an essential component of learning resources through the use of internet, software development, multimedia, and artificial intelligence technologies in the design and development of information technology that supports autonomous learning, cooperative learning, inquiry-based learning, and hybrid learning for students (Wang et al., 2020).

Digital learning is the delivery of digital media forms such as text or images through the internet, and the provided learning content and teaching methods aim to enhance students' learning processes and improve teaching effectiveness to promote knowledge and skills. In this context, students need digital literacy to understand the use of digital media, filter information, and communicate effectively, creatively, and responsibly (Salma, 2023, p. 28). There is a new concept that involves interaction between teachers and students, either online or information from a website called cyber learning. Cyber Learning is the application of modern technology to develop innovative, successful learning opportunities that were previously impractical or impossible. Through the use of emerging technologies, scientific insights into human learning, the design of transformative learning

activities, the involvement of educators and other practitioners, the measurement of deeper learning outcomes, and an emphasis on continuous improvement, the cyberlearning movement advances the learning of important content (Bumela, 2023).

1.8. Previous Studies

Previous research was conducted by Amelia K. Moody in an article entitled Using Electronic Books in the Classroom to Enhance Emergent Literacy Skills in Young Children in 2010. This study used electronic books as digital learning media by exploring the use of electronic storybooks effectively to be able to improve students' story comprehension through limiting features between those related to the story, and those not related to the story. Although this study is effective in helping to improve students' story comprehension, the researcher has not explored how the sentences of the story content for these students, whether the story is presented in language that is easy to understand for the level of reading and filtering information for each student. Therefore, the researcher tries to fill this gap by developing a digital learning resource in the form of a digital story book that integrates the CEFR in the creation of story texts to make it easier for each student to understand the contents of the story.

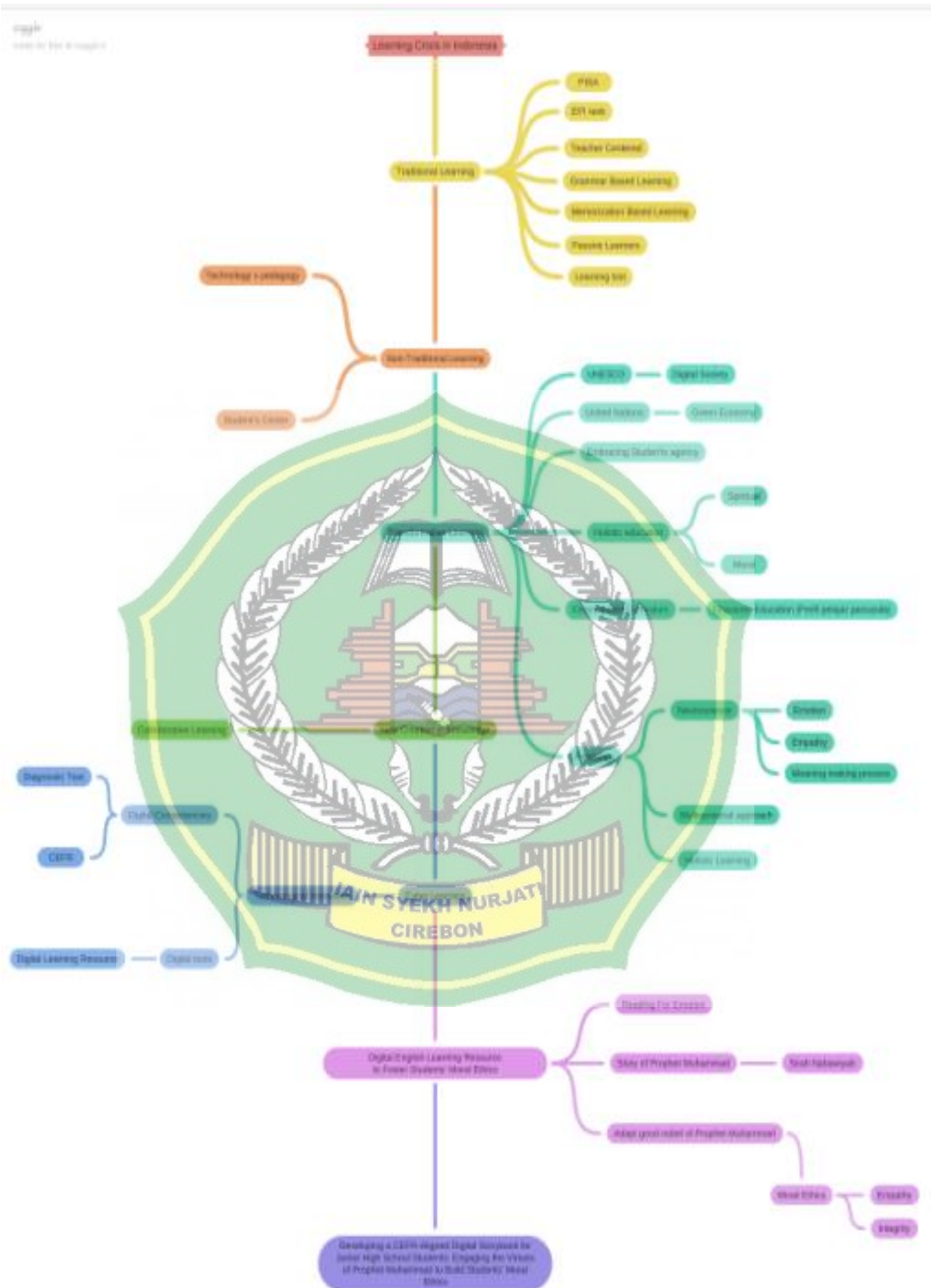
Furthermore, research conducted by Fatma Mohamed Abd Al-Alem and Dr. Mashael ABD Al-Rahman Al-Shuair in 2019 with the title The Effectiveness of Using Digital Stories (On the Internet) To Improve the Literal, Organizational and Inferential Reading Comprehension Skills of English as a Second Language. This study aims to identify digital stories in improving students' reading skills. The result is that digital stories can be used to improve students' comprehension skills. However, in this study the researcher did not explore how the content of digital stories available so that it can provide positive results to students. Therefore, here the researcher tries to apply reading for emotion in the content of stories published through digital storybooks, so that students can understand the series of stories well.

Furthermore, research conducted by Hesti fibriasari, et.al in 2021 with the title Developing Digital Storybook to Improve Children's Language Learning. This research develops digital storybooks with fictional stories accompanied by pictures. This research shows that the digital story developed can help students who have difficulty with the reading process, it can also help improve language learners' abilities. From the good results in this study through the use of digital storybooks with fictional stories and pictures to help students' reading and language skills. Researchers created a digital storybook with the story of the prophet Muhammad presented in the form of a story accompanied by pictures.



1.9. Frame of Thought

Figure 1.5 Frame of thought



1.10. Research Method

In this study, the researcher divided the research method into several steps. These steps include research design and research steps, sources and types of data, data collection techniques and instruments, data analysis techniques, and research schedule.

1.10.1. Research design and steps of the research

In this study, researcher gathered, analyzed, and concluded the data using the qualitative research method. Qualitative research involves collecting data from several sources to better understand each participant, including their viewpoints, views, and attitudes (Nassaji, 2015). The design of this research is research and development (RND) to develop and analyze the product that have been made. Research and experimental development (R&D) refers to the process of conducting creative and methodical work with the goal of expanding our knowledge base, which includes understanding about human beings (OECD, 2015). The product development does not focus on memorising vocabulary and grammar. Instead, it focuses on literacy learning through narrative text. The digital book process developed fulfils the five criteria below, such as:

1) Novel

Projects in research and development have novelty in terms of the knowledge or ideas produced. Therefore, R&D is the process of making products as a result or manifestation of new knowledge. The novelty can be generated from reproducing existing results to find a discrepancy. A project is developed with the aim of being able to create knowledge in support of new concepts and ideas related to processes or products.

2) Creative

Projects in RND must have objectively new concepts or ideas that can improve existing knowledge. Human roles and ideas are expressed through creativity in R&D.

3) Uncertain.

The research and development process in R&D has uncertainty in several dimensions, such as the possibility of not achieving the desired results, the uncertainty of the time and cost required to achieve the expected results, and the uncertainty of whether the goals can be achieved at a certain level.

4) Systematic.

Research and development is systematically carried out, with meticulous documentation of the procedures and results. The source of funds needed must be identified in advance. The record-keeping aims to fulfil specific needs by having its own human and financial resources.

5) Transferable and/or Reproducible

Research and development should result in a process of transferring new knowledge to users, and allow other researchers to reproduce the results as part of their research and development projects.

The product I made is in accordance with these requirements. It is proven by the renewal of the product that I developed which contains the noble character of prophet Muhammad to be able to build students' moral values. Digital products are made, based on the creative process in which, the story of the prophet Muhammad which is usually read in the form of a physical book, is made in digital form using the CEFR level in it. For the results of the development of this digital book, it still does not have a definite result, in terms of results there is uncertainty, whether this digital storybook can help build student morale, there is also uncertainty about the cost, or time, needed to achieve the expected results. Furthermore, the products created are organised based on planning, and can be used as materials for transferring new knowledge.

1.10.2. Source and Types of Data

Data sources were taken from the research location and observations in junior high schools, where digital learning resource products have been developed.

The data sources were teachers and students. There are two types of data used, namely primary and secondary data. Primary data is obtained through interviews, questionnaire, and observation. Secondary data is obtained through the collection of various journals, books, social media, and interviews.

1.10.3. Data Collection Technique and Instrument

Data collection in this study uses several techniques, namely by used study of document to collect various references that are relevant to the research topic. Apart from study of document, the researcher also collected data through interviews to obtain answers related to teachers' views then, the researcher used questionnaires to get answers from students, and conducted classroom observations. The researcher herself is the instrument of the research.

1) Study of document

Study of document in this study is used to collect, and conclude relevant references to get conclusions in the form of writing that can be outlined in this study. Researchers conducted a search for references related to this research. Study of document is systematic procedure for reviewing or evaluating printed or electronic documents such as books, journals, press releases, television program scripts, newspapers, survey data, and various public records by examining the data, interpreting involves extracting meaning, acquiring insight, and building empirical knowledge.(Bowen, 2011, p.28).

2) Interview

Interviews were conducted to obtain clear and detailed answers from respondents regarding several important things that were asked. Through interviews, researchers can ask deeper questions, and details related to the answers given by respondents. Interview is a verbal conversation between two people with the aim of gathering relevant information for research purposes. The interview process provides benefits in gaining participant experience, by digging deeper information around the topic under study (Monday, 2019, p.16)

3) Questionnaire

Questionnaires are used by researchers to collect data from a group of students at the same time to obtain various answers to questions posed on forms filled in by the respondents themselves. Questionnaires are designed to collect data from large groups of diverse and widely dispersed groups of people. Thus, a questionnaire is a tool to obtain answers to questions by using forms that are filled in by the respondents themselves. It is usually send to respondents or administered to a group of people at the same time by providing the appropriate forms and collecting them later (Grangrade, 1928, p.1).

4) Observation

In this study, the author conducted in-class observations related to the use of digital learning resources used in the learning process. Observational data is obtained using naturalistic enquiry, and can help provide insight into how people share meaning systems (Fry et al., 2017). Observation involves systematic recording related to phenomena or behaviour that can be observed in a natural environment, where the researcher participates in the lives of the subjects, observes events, and listens to what is said over a specific period of time (Baker, Lynda, 2016, p. 173).

For the observation guide, the researcher used an observation protocol as a tool to collect information. The researcher wrote down the observations in the form of field notes, which are written descriptions of what was observed in the field (Lodico et al., 2010, p. 119).

Figure 1.4 Observation Protocol by Lodico

EXHIBIT 5.1
Sample Observational Protocol and Recording Sheet

Date of observation: _____
 Time of observation: _____
 Setting: _____
 Participants: _____
 Observer: _____

Header

Research Question: How does a cognitively advanced preschool student interact with peers and teachers in his preschool?
 Subquestions:

- What types of interactions does Max have with other students in his preschool?
- When and how does Max interact with his teachers?

Max's Behaviors and Comments	Teacher's Behaviors and Comments	Peers' Behaviors and Comments

Observer's Reflections: _____

Field notes

1.10.4. Data Analysis Technique

The author analyses the data using thematic analysis and word cloud. Data is processed after being obtained through interviews and questionnaires. The interview process will be transcribed to ensure readable results. Then the questionnaires are analysed from the respondents' answers. Thematic analysis is a method used to identify, analyse, and report patterns found in data that are described in rich detail (Braun & Clarke, 2006). Then, a word cloud is a form of visual representation of a set of words that are most often used as a representation of ideas and concepts to convey meaning, taken from any type of data including essays, short answers or written responses to survey or opinion questions that will be displayed in different sizes and colours based on their frequency (DePaolo & Wilkinson, 2014).

1.11. Research Timeline

The following is the time of research conducted by the author during the preparation of this thesis.

Table 1.1 Research Timeline

	Activities	Month																			
		January				February				March				April				May			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Research Proposal Stages																				
2.	Data collection																				
3.	Data Analysis																				
4.	Arranging Finding & Discussion																				
5.	Making Conclusion																				