

## Needs Analysis of Ngidang-Based Digital Storybooks for Moral Education in Children Aged 5–6 Years

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### Article info

### Abstract

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*This study aims to analyze teachers' needs for digital storybooks based on the local wisdom of the "ngidang" tradition of Palembang as a medium for learning moral values for children aged 5–6 years. The study used a quantitative descriptive approach with 29 kindergarten teachers in Palembang as subjects. Data were collected through a Google Form-based questionnaire and written interviews. The questionnaire instrument covered five aspects: limitations of learning media, the need for innovative media, children's attention problems with conventional media, perceptions of digital storybooks, and teachers' readiness and support in using digital media. Data analysis was carried out by calculating percentage scores. The results showed that all aspects obtained percentages above 70%, indicating a high need for teachers for digital storybooks as a medium for instilling moral values. Teachers stated that available learning media were still limited and children easily bored with conventional methods. In addition, teachers had a positive perception of digital storybooks, which were considered able to improve attention, understanding, and the quality of learning. Interview findings also confirmed that digital storybooks based on local wisdom were considered relevant, interesting, and effective in instilling moral values such as togetherness, empathy, and responsibility. This shows that the development of digital story books based on the Palembang ngidang tradition is considered necessary and contains high urgency as an innovative media for learning moral values for children aged 5-6 years.*

**Keywords:** Digital Story Books, Local Wisdom, Moral Instillation, Ngidang

#### Abstrak

Penelitian ini bertujuan untuk menganalisis kebutuhan guru terhadap buku cerita digital berbasis kearifan lokal tradisi “ngidang” Palembang sebagai media pembelajaran nilai moral anak usia 5–6 tahun. Penelitian menggunakan pendekatan deskriptif kuantitatif dengan subjek 29 guru Taman Kanak-Kanak di Palembang. Data dikumpulkan melalui kuesioner berbasis Google Form dan wawancara tertulis. Instrumen kuesioner mencakup lima aspek, yaitu keterbatasan media pembelajaran, kebutuhan media yang inovatif, masalah perhatian anak pada media konvensional, persepsi terhadap buku cerita digital, serta kesiapan dan dukungan guru dalam penggunaan media digital. Analisis data dilakukan dengan perhitungan persentase skor. Hasil penelitian menunjukkan seluruh aspek memperoleh persentase di atas 70%, yang mengindikasikan tingginya kebutuhan guru terhadap buku cerita digital sebagai media penanaman nilai moral. Guru menyatakan media pembelajaran yang tersedia masih terbatas dan anak mudah bosan dengan metode konvensional. Selain itu, guru memiliki persepsi positif terhadap buku cerita digital yang dinilai mampu meningkatkan perhatian, pemahaman, serta kualitas pembelajaran. Temuan wawancara juga menguatkan

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bahwa buku cerita digital berbasis kearifan lokal dinilai relevan, menarik, dan efektif dalam menanamkan nilai moral seperti kebersamaan, empati, dan tanggung jawab. Hal ini menunjukkan bahwa pengembangan buku cerita digital berbasis tradisi ngidang Palembang dinilai perlu dilakukan dan mengandung urgensi tinggi sebagai inovasi media pembelajaran nilai moral anak usia 5–6 tahun.

**Kata Kunci:** Buku Cerita Digital, Kearifan Lokal, Penanaman Moral AUD, *Ngidang*

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## INTRODUCTION

Early age is a crucial phase in a child's development, especially in the final phase, namely 5-6 years, which plays an important role in the development and instillation of more complex moral values (Wibowo et al., 2024). Moral values or morality are the human ability to distinguish behavior that is considered good and right from bad and wrong behavior and the tendency to give value and sanctions to actions that violate these norms (Woo et al., 2022).

Based on the characteristics of the moral development of early childhood, the age of 5-6 years is a more complex phase of moral value development where, in addition to knowing religion and its creator, at this age children also learn and understand various behaviors that reflect moral values. Morality develops through the process of socialization and individual experience, which means that children need guidance and understanding that is taught to them to understand moral norms (Woo et al., 2022).

Ages 5-6 are the stage when children begin formal education in kindergarten (TK). As a formal educational institution, kindergarten plays a strategic role in helping children achieve the stages of moral development appropriate to their age. Teachers are required to optimally guide, teach, and direct children to achieve maximum moral development (Siyami & Zaharuddin, 2023). In this digital era, teachers face challenges in providing appropriate learning media for students, especially with children's gadget use, which cannot be fully controlled by schools. George et al., (2025) shows that screen time exposure is associated with shorter attention spans, making children more easily distracted and having difficulty focusing.

Uncontrolled use of gadgets at an early age also has the potential to degrade children's morals. A study conducted by Pollianina & Grudzinsky (2020), research also shows that children in the digital age are vulnerable to declining moral values and experiencing early puberty. Inappropriate use of technology can also hinder the development of moral values in early childhood (Sofia et al., 2020). However, eliminating digital media from children's lives is also difficult, given its high penetration. According to data from the Central Statistics Agency (BPS), 39.71% of young children use mobile phones, with 51.19% and 58.25% of children aged 5-6 using the internet and gadgets, respectively. This demonstrates the need to utilize digital

technology as a learning medium to counter the content and social media that are so closely associated with children.

One innovation for utilizing digital media as a learning medium is through digital story books. Serina et al., (2024) states that digital stories with strong visuals can make children more interested and less likely to get bored. The results of Tapiyah's research (2022) also demonstrates that story-based digital media is highly suitable for use as a means of instilling values and character building in early childhood. This innovative digital storybook development will contain stories containing local wisdom. Local wisdom is the wisdom or knowledge of a community gained from ancestors, cultural traditions, and other sources to regulate social order, implemented wisely and judiciously (Simanjuntak et al., 2023).

The local wisdom planned to be developed in the digital storybook is the "ngidang" tradition from Palembang. The ngidang tradition is a Palembang tradition of serving food, a tradition that has become a part of the Palembang community. This dish is shaped like a square in a saperah (group of eight people). The number eight in this case has a philosophical meaning, namely, interpreting 24 hours as divided into three periods: 8 hours for worship, 8 hours for work, and 8 hours for rest. (Septiyani et al., 2021) The "ngidang" tradition, which has become part of Palembang's customs, reflects the local wisdom of the Palembang people, which balances worldly life and religious life.

Based on educational statistics, the number of kindergarten teachers in Palembang City is recorded at 413 people. Of this number, the respondents involved in this study were mostly kindergarten teachers from Gandus District, Palembang City. The selection of respondents was based on the accessibility of the research location and the suitability of the respondents' characteristics with the data collection needs related to the development of learning media in the form of digital storybooks. The results of observations and interviews with five teachers in three kindergartens in Palembang indicate that moral instillation is currently still mostly done verbally or simple stories in printed books. In addition, teachers also face challenges in habituating moral behavior such as mutual respect, cooperation, and sharing. This indicates the need for innovative learning media that are interesting, in line with current developments, and also rich in cultural values.

Based on this background, this research initiated the development of a digital storybook based on the local wisdom of the ngidang tradition as a learning medium for children aged 5-6 years, aiming to optimally develop moral values. The "ngidang" tradition was chosen because it is deeply imbued with the meaning of togetherness, mutual cooperation, strengthening ties, honoring guests, and preserving traditional Palembang cuisine.

## **METHODS**

This study applies a quantitative descriptive approach, where this approach allows researchers to obtain data in the form of descriptive information that reveals

teachers' needs regarding learning media in the form of digital storybooks for moral instillation of children aged 5-6 years. The subjects in this study consisted of 29 Kindergarten teachers who acted as key informants because they had direct experience in teaching early childhood in the final stage, namely 5-6 years. The main focus in this data collection was to determine teachers' needs for learning media about moral instillation and the obstacles faced. Questionnaire items consisted of 29 questions with five main aspects: limitations of existing learning media, the need for more interesting and innovative media, problems of attention and boredom in children in conventional media, positive perceptions of digital storybooks, and teachers' readiness and support for the use of digital media.

Data were collected through a Google Forms-based questionnaire and written interviews. These questionnaires were used to gain in-depth information from teachers regarding the curriculum and methods, difficult-to-instill moral values, children's activeness and enthusiasm in learning, challenges, and the effectiveness of current learning media. The following questionnaire instruments were used:

Table 1. Media Needs Questionnaire Grid

No	Aspect	Item Number on Questionnaire
1	Limitations of existing learning media	1, 4, 5
2	The need for more engaging and innovative media	2, 3, 6
3	The problem of children's attention and boredom in conventional media	7, 8, 9
4	Positive perceptions of digital storybooks	10, 11, 12, 13, 14, 15, 16, 17, 18, 19
5	Teacher readiness and support for the use of digital media	20, 21, 22, 23, 24, 25, 26, 27, 28, 29

Quantitative data analysis was conducted by calculating the percentage of questionnaire scores using a comparison between the obtained score and the maximum score. The percentage results were then interpreted based on the needs assessment categories. Using this method, this study is expected to provide a comprehensive picture of the need for digital storybook-based learning media for moral development in children aged 5-6 years. Through the data obtained, researchers can understand the actual conditions of teacher perceptions and experiences in the classroom, as well as the feasibility and practicality of the media to be developed, thus resulting in more accurate, in-depth research results that are aligned with learning and needs in the field.

## RESULTS AND DISCUSSIN

### Results

The research data was obtained from an online Google Form-based questionnaire and written interviews to supplement the research data. Based on the questionnaire results, the majority of the 29 respondents (72%) had 1-5 years of

teaching experience (21). The complete respondent profiles are presented in the following table:

Table 2. Profile of Kindergarten Teacher Respondents Based on Accreditation

Accreditation	Amount	Percentage
A	4	13.8%
B	18	62.1%
C	3	10.3%
Not Yet Accredited	4	13.8%
Total	29	100%

Based on the questionnaire results, it was found that the majority of teachers were in kindergarten educational institutions with B accreditation (62.1%), while the others were accredited A, C, and not yet accredited. The profile of kindergarten teacher respondents based on length of teaching experience is as follows:

Table 3. Profile of Kindergarten Teacher Respondents Based on Length of Teaching Experience

Teaching Length	Amount	Percentage
< 1 Year	3	10.3%
1–5 years	21	72.4%
5 – 10 Years	2	6.9%
> 10 Years	3	10.3%
Total	29	100%

Based on the table above, it is known that the majority of the teachers who responded had 1-5 years of teaching experience (72.4%). This indicates that the teachers have sufficient teaching experience to understand the need for learning media in kindergarten, especially regarding moral instillation materials for children aged 5-6 years.

Referring to the results of the needs analysis that have been distributed, an overview was obtained regarding the level of teacher need for learning media in the form of digital storybooks, especially for instilling moral values. The results of the questionnaire showed a significant indication of the needs measured. In this case, aspects measured include the limitations of existing learning media, media needs, attention issues and boredom in children, positive perceptions of digital storybooks, and teacher readiness and support for the use of digital media. To provide a more comprehensive and structured picture, the following table presents the results of the Likert scale analysis referring to the following aspects:

Table 4. Results of the Analysis of Teachers' Perceptions Regarding the Need for Digital Storybook Learning Media for Moral Inculcation in Children Aged 5-6 Years

<b>Distribution</b>	<b>Statement</b>	<b>Total Score</b>	<b>Percentage (%)</b>
1	Learning media to instill moral values in children is still limited	88	75.86
2	I have difficulty finding learning media that suits my child's characteristics.	72	62.07
3	I need more interesting learning media to instill moral values in children.	96	82.76
4	Story-based learning media available in schools is still limited	87	75.00
5	I feel like I often use simple storytelling methods because of media limitations.	86	74.14
6	I need more varied and innovative learning media	100	86.21
7	Children often look bored when using the storytelling method using printed books.	88	75.86
8	The lack of media variety makes children less focused on learning	94	81.03
9	Children get bored more quickly if learning only uses conventional methods.	93	80.17
10	I am interested in using digital story books in learning.	103	88.79
11	Digital story books can improve children's attention	104	89.66
12	I want to try using digital story books in learning activities.	102	87.93
13	Digital story books are more interesting than printed story books.	101	87.07
14	Children look more enthusiastic when learning using digital media	103	88.79
15	Digital Story Books make learning more lively and fun	102	87.93
16	Digital story books according to children's interests and habits today	104	89.66
17	Children are more easily attracted to stories that are presented visually and audibly.	103	88.79
18	Digital story books support my child's visual and auditory learning.	102	87.93
19	Children understand the content of the story	101	87.07

	more quickly through digital story books.		
20	Digital story books suit the characteristics of active children who like to explore.	102	87.93
21	I am willing to use digital storybooks developed for learning	104	89.66
22	I am interested in trying local wisdom-based learning media.	103	88.79
23	I support the use of digital media in learning activities in kindergarten	101	87.07
24	I need training on how to use digital storybooks in teaching.	105	90.52
25	I haven't fully mastered how to use digital storybooks	84	72.41
26	I am interested in participating in training or workshops on the use of digital storybook media.	106	91.38
27	Digital storybooks can help me explain material more easily to children	104	89.66
28	Learning media makes the learning process more efficient and enjoyable	103	88.79
29	I feel that digital learning media can improve the quality of my teaching.	105	90.52

The results of this recapitulation validate that all aspects obtained results of more than 70% indicating that teachers have a great need for digital storybooks as a learning medium in instilling morals in children aged 5-6 years. This percentage value is the basis for the urgency of developing digital story media for learning moral values for children aged 5-6 years. Teachers' interest in training on the use of digital storybook media (91.38%) indicates that this media has high enthusiasm for use, supported by the high achievement of teacher perceptions that digital learning media can improve the quality of teaching (90.52%).

In addition to the Likert-scale questionnaire, written interviews were also conducted to strengthen data related to the need for relevant learning media in early childhood education environments. Through these written interviews, researchers obtained more in-depth qualitative information regarding learning conditions and teachers' needs for learning media, particularly digital storybooks. The interview results provide a clear picture of teachers' experiences in using learning media, the obstacles they face, and their hopes for developing media that suits the characteristics of their students. Interviews were conducted with five teachers as research respondents. A summary of the interview results is as follows:

Table 5. Teacher Interview Results

Findings	Notes
Curriculum and focus on moral values	Some kindergartens still use the K13 curriculum, while others use the independent curriculum. Despite these differences, all still face challenges related to instilling moral values, which is a crucial part of kindergarten learning.
The dominant learning method is instilling moral values	Teaching methods frequently used by teachers to instill moral values include storytelling, role-playing, singing, and simple discussions. In this context, storytelling is the primary approach to instilling moral values in children.
Difficulty in understanding moral values in children	Teachers face many obstacles in instilling moral values such as honesty, discipline, patience, responsibility, empathy, courtesy, and others. Most children often forget moral messages and are not consistent in their daily lives.
Limitations of learning media	The learning media used is still limited and largely suboptimal. The media used by most teachers are printed storybooks, instructional videos, and animated videos. This demonstrates the need for more engaging and interactive learning media innovations.
Teachers' perceptions of learning media in the form of digital story books	All teachers were aware of digital storybooks, even though they hadn't used them. They all agreed that digital storybooks were easier for children to understand, visually engaging, and effective in instilling moral values.

The findings in this table confirm that teachers' need for digital storybooks for moral education is crucial and highly needed. The media used by teachers to instill moral values in children aged 5-6 is still limited to printed storybooks, instructional videos, and animated videos. Furthermore, teachers have a positive perception of digital storybooks, stating that they can facilitate children's understanding. Furthermore, their engaging visuals can address the problem of children often getting bored easily during learning and lacking consistency in applying and understanding moral values in everyday life.

Story books can attract children's attention to learn and understand more quickly, especially if accompanied by interesting pictures and visualizations because children generally like something creative (Sumiati & Tirtayani, 2021). This is in accordance with the view based on Piaget's cognitive development theory, children aged 5-6 years learn optimally through active and concrete learning experiences. (Mudianti & Rizqiyani, 2025). Digital storybooks with engaging visuals will support this process, where children are actively involved in understanding moral concepts.

Haryaningrum et al., (2023) In his research, he showed that digital storybooks containing local wisdom were able to instill abstract moral values such as helping each

other, understanding cultural context, and so on, which are difficult to express without the story and context within them revealed that the use of digital story media can increase empathy in early childhood (Pratiwi, 2019).

Storybooks as a digital learning medium differ from other learning media, such as animated videos. Digital storybooks involve reading activities using creative methods, improving children's focus and enriching their vocabulary (Fariza & Listia, 2025). Digital storytelling media that requires children to focus can also make moral education with abstract concepts more ingrained than watching digital media without involving reading activities.

The concept of digital storybooks also aligns with today's conditions, where children are accustomed to using gadgets. However, the reality is that most gadgets are used solely for consuming short videos, which don't engage children's minds, as they act as passive objects. Integrating reading activities through gadgets, along with interactive and engaging visuals, will address children's needs and desires, providing engaging learning media that simultaneously stimulates cognitive activity.

In digital storybooks, stories containing local wisdom will provide numerous benefits. The values contained within local wisdom can provide learning that will influence children, particularly in how they respond to their own culture. (Manoppo et al., 2019). Moral messages in local wisdom can also be a provision for children in living life as part of society, so that the context of local wisdom is important in the part of instilling morals in children (Putro et al., 2023).

## **Discussion**

The findings indicate that kindergarten teachers in Palembang City have a high level of need for digital storybooks as learning media for instilling moral values in children aged 5–6 years. The consistently high percentages across all aspects of the needs analysis confirm that existing learning media have not fully addressed the challenges of moral education in the digital era.

The limited availability of learning media has led teachers to rely heavily on conventional methods, particularly simple storytelling using printed books. This condition contributes to children's boredom and lack of focus, as reflected in the high percentages related to attention and engagement issues. These findings align with the developmental characteristics of children aged 5–6 years, who require visual stimulation and concrete learning experiences to understand abstract moral concepts.

Teachers' positive perceptions of digital storybooks suggest that this medium has the potential to overcome these challenges. Digital storybooks are considered more engaging because they integrate visual, audio, and interactive storytelling elements. Such features support more active learning processes, enhance children's attention, and help them better comprehend and remember moral messages. Unlike passive video-based media, digital storybooks involve reading activities and interaction, which can enrich children's vocabulary and cognitive development.

The interview findings further highlight that moral values such as empathy, responsibility, honesty, and togetherness are difficult to instill consistently through verbal instruction alone. Therefore, contextual and meaningful storytelling becomes crucial. Digital storybooks based on local wisdom, particularly the Palembang ngidang tradition, provide culturally relevant contexts that enable children to understand moral values more concretely and meaningfully.

Local wisdom embedded in the ngidang tradition reflects values of togetherness, cooperation, mutual respect, and hospitality. Integrating these values into digital storybooks allows children to learn moral lessons within familiar social and cultural contexts. Consequently, digital storybooks based on local wisdom serve not only as instructional media but also as tools for cultural preservation and early character education.

The high level of teachers' readiness and support for digital media use, including their strong interest in training, indicates a promising potential for implementing digital storybooks in kindergarten learning environments. This further emphasizes the urgency of developing digital storybooks based on local wisdom as an innovative learning medium that aligns with teachers' needs, children's characteristics, and the demands of education in the digital age.

## **CONCLUSION**

Based on the findings of the needs analysis conducted through questionnaires and interviews, it can be concluded that kindergarten teachers demonstrate a strong demand for digital storybooks as learning media to support moral development in children aged 5–6 years. Existing learning media are perceived as limited and less effective in sustaining children's attention during moral learning activities. Digital storybooks grounded in the local wisdom of the Palembang ngidang tradition are viewed as relevant, engaging, and effective in fostering moral values such as togetherness, empathy, and responsibility. Therefore, the development of ngidang-based digital storybooks represents a promising and contextually meaningful innovation for enhancing moral education in early childhood. It is recommended that future research focus on developing and empirically testing the effectiveness of such media in strengthening children's moral understanding and observable prosocial behaviors within religious and social contexts.

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