THE EFFECT OF USING ELECTRONIC STORYBOOKS ON THE VALUE OF NATIONAL IDEOLOGY OF ELEMENTARY SCHOOL STUDENTS

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Abstract

This study was inspired by elementary school kids' low value for national ideology and the necessity to overcome it. It was vital to know the scientific influence of using culture-based electronic storybooks on the value of national ideology among elementary school students, so this attempt was made by creating such storybooks for elementary school students. This study used a control group and a quasi-experimental pretest-posttest approach. Up to 200 fifth-grade elementary school students who were split into control and experimental classes were the participants. Questionnaires were utilized as data-gathering instruments. To analyze the data, SPSS was used to help with the normality test, homogeneity test, homogeneity test of the variance-covariance matrix/Box-M, and Multicollinearity Test. According to the findings, they were using culture-based electronic storybooks that positively impacted elevating national ideology. The findings of this study have implications for efforts to elevate national ideology among primary school children.

Keywords: Storybook, Electronic, İdeology, Nationality

INTRODUCTION

National ideological values are those a nation maintains and embraces to foster and reinforce national identity and unity in society (Kulin et al., 2021). The principles of national ideology represent a common understanding of the goals, norms, and aspirations that the community has for achieving glory and prosperity for all (Halder et al., 2020). As a result, all citizens, especially those in elementary school, must be taught the principles of national ideology at a young age.

It is wise to encourage pupils in primary school to value national ideology. This statement allows youngsters to develop their character and fundamental life values throughout this stage. Through this process, students learn to comprehend and absorb the values that form the foundation of life in society, the nation, and the state. Students are intended to create a strong sense of love and love for their country by forming national ideological principles (Setyono & Widodo, 2019). Developing ideological principles can foster a sense of pride in the country's national identity (Asif et al., 2020). This development is crucial for primary school pupils to foster a sense of belonging and unity amid society's variety. Students can learn and practice good moral and ethical principles with the aid of developing national ideological values. The students will be taught the values of honesty, justice, respect, unity, and appreciation of others.

Their grasp of human values is enriched, laying a solid foundation for developing good character. Students can better grasp Indonesia's multiplicity of cultures, religions, and customs by developing an awareness of national ideological values (Anwar, 2021). They will develop a respect for diversity and a tolerance for difference as well as learn to value differences. Students must possess the ability to adapt to other cultures to succeed in today's increasingly interconnected world.

Additionally, teaching primary school pupils the value of national ideology will increase their understanding of the value of cooperation in attaining shared goals. Students will be able to help one another, collaborate, and recognize the contributions of each individual (Orujov, 2021). This urgency reinforces social ties and instils a sense of the value of a strong community and service. Teaching primary school kids the importance of national ideology will also help develop their critical and creative thinking abilities. They will be inspired to analyze information, question their presumptions, and seek innovative solutions. This is crucial so students may be flexible, overcome obstacles, and have a broad perspective (Yi & Dan, 2020). Elementary school pupils can develop into a generation with a strong sense of patriotism, noble character, respect for difference, mutual collaboration, independence, critical thinking, and creativity by being taught the importance of national ideology at a young age. Values of national ideology Education provides children with a solid basis for character development and prepares them to become responsible citizens that benefit their community and state (Widodo, 2018). Therefore, initiatives are required to help elementary school kids understand the importance of national ideology.

In Indonesia, lessons on the development of national ideology are taught to elementary school students. Indonesia is a nation that values diversity (Anggadwita et al., 2017; Lesniewska et al., 2018; Manullang, 2021). Pancasila is the name of Indonesia's national philosophy. As a set of guiding principles for the governance of the Indonesian state, Pancasila serves as the nation's philosophy (Bourchier, 2019). The principles and objectives shared by the state and society are reflected in the Pancasila values, which include Belief in the Almighty God, Just and Civilized Humanity, Unity in Indonesian, Democracy Led by Wisdom of the Representatives of the People, and Social Justice for All Indonesian People. Values like unity, justice, democracy, tolerance, and cooperation are preserved via Pancasila. Pancasila binds all citizens as a moral principle that serves as a constant reminder of the value of appreciating each person's rights and coexisting in variety (Iskandar, 2016). Then, these ideals are refined so that elementary school pupils may comprehend them.

The Indonesian Ministry of Education then condensed these values into what is now known as the Pancasila Learner Profile. The Pancasila learner profile is the national ideology's core principles, and the competencies students should possess, founded on Pancasila's noble values (Hidayah, 2021). Faith, fear of God, noble character, independence, cooperation, critical thinking, and creativity comprise this value. The Pancasila learner profile of elementary school pupils, according to a literature assessment, is still of low value (Seno et al., 2022; Utara et al., 2022; Huda et al., 2023). This is supported by preliminary measurements of 100 elementary school students in Indonesia, which show that the average value of students' attitudes toward

faith, fear of God, and noble character is 56.88; attitudes toward diversity in the globe are 25.50; attitudes toward independence are 31.94; attitudes toward cooperation are 37.55; and attitudes toward critical thinking are 52.00; attitudes toward creativity are 20.81 with an average value of the Pancasila student profile value of 37.43. This number proves that the value of the Pancasila student profile is still in the low category.

The poor value of the Pancasila student profile is a result of the process employed to produce it, which is out of step with both the characteristics of the Pancasila student profile and those of primary school pupils. Character values are included in the Pancasila student profile, so teaching character values must take the form of actual practice by cultivating values. Pupils must understand these principles to implement them in daily life. Additionally, primary school kids are in the concrete operational stage. Therefore, the learning process must be based on the student's experience and objects in the student's surroundings (Kenedi et al., 2019). Additionally, learning must be enjoyable and appear smooth and varied.

Using storybooks to learn is one of the appropriate methods. Students are particularly close to storybooks. According to numerous earlier research, storybooks can help elementary school pupils learn more effectively (Kim et al., 2006; Kaot et al., 2016). Students can gain vital information for their daily lives through stories without needing to take a formal education course. Students can learn explicit or implicit values through stories that they can use in their daily lives. To improve the value of the Pancasila student profile for primary school kids, researchers have created an electronic storybook based on culture.

The developmental traits of primary school pupils were considered when creating this culture-based interactive storybook. The book's presentation, language, and content were all considered during its development. Experts have deemed this book to be feasible and valid for use. However, the study could only validate the viability of using storybooks by constructing culture-based electronic storybooks. Therefore, more research is required to ascertain how the electronic storybook affects the Pancasila student profile's value, which is the value of the Indonesian state's national ideology. Therefore, this study aims to determine how employing electronic storybooks affects primary school kids' Pancasila student profiles.

PURPOSE OF THE STUDY

This study aims to determine how employing electronic storybooks affects primary school students' Pancasila student profiles. The inquiry for the study is:

1. Does the use of culture-based electronic storybooks affect the noble attitudes of elementary school students?

2. Does the use of culture-based electronic storybooks affect the global diversity attitudes of elementary school students?

3. Does the use of culture-based electronic storybooks affect the cooperative attitude of elementary school students?

4. Does the use of culture-based electronic storybooks affect the independent attitude of elementary school students?

5. Does the use of culture-based electronic storybooks affect the critical reasoning attitude of elementary school students?

6. Does the use of culture-based electronic storybooks affect the creative attitudes of primary school students?

7. Does the use of culture-based electronic storybooks simultaneously affect the attitude of Pancasila learner profile values of elementary School Students.

METHOD

This research is a quasi-experimental research with a pretest-posttest control group design. By comparing the differences between a control group that does not get treatment and an experimental group that does, this aims to test the impact of a treatment on a group of participants. Additionally, this design aims to compare changes between the experimental group and the control group to assess the efficacy of the treatment. Researchers can quantify the changes within the experimental group and compare them to the control group by administering a pre-test before treatment and a post-test following treatment. Therefore, this design complies with the specified research objectives.

The control and experimental classes were the two groups used in this study. The experimental class uses culture-based electronic storybooks to learn, while the control class uses traditional classroom instruction. Two groups are chosen randomly for this design, and after receiving a pre-test to determine the starting conditions, the experimental and control groups are compared. The following table shows how the pre-test values were determined.

Table 1: Results of Pre-Test Calculation

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Class	Noble attitudes	51681.125	1	51681.125	413.187	.120
	Global diversity attitudes	227745.005	1	227745.005	4480.786	.180
	Cooperation attitude	137130.845	1	137130.845	2486.313	.090
	Independent attitude	160517.780	1	160517.780	2094.784	.202
	Critical reasoning attitude	80120.045	1	80120.045	1570.342	.362
	Creative attitudes	256471.220	1	256471.220	5017.935	.281

According to the computation, the pre-test sig value for the experimental and control classes is more than the significance level of 0.05. This result demonstrates that the pre-test scores of the control class and the experimental class were identical.

Participants

Students in the fifth grade from Aceh, West Sumatra, and Jakarta made up the study's population. After that, Cluster Random Sampling was used to take the sample. The target population is separated into homogenous groups or clusters, and then multiple clusters are

randomly chosen to be sampled. This sample selection technique is known as cluster random sampling. After that, the research sample will include every person in the chosen clusters.

The researchers employed existing groups as samples based on the quasi-experimental approach, characterized by utilizing existing groups and the absence of random assignment. Therefore, samples for research are collected from classes rather than individuals in the population. The reason for this is that individual sampling is concerned that the circumstance of the sample group will change to an unnatural one. As a result, three classes from the already-existing schools—three experimental classes totalling 100 kids and three control classes comprising 100 students—were taken. Thus, 200 elementary school kids in all took part in this study.

Data Collection and Analysis

Students from elementary schools completed a questionnaire that was used to obtain the data. The questionnaire had 55 statements about the importance of global diversity, independence, cooperation, critical and creative reasoning, faith, fear of God, and noble character as indicators of national ideology. The questionnaire was approved for use in gauging the importance of national ideology by experts. The product-moment correlation formula test assessed the questionnaire's construct validity. According to the product-moment correlation test findings, each assertion had a value higher than the r-table (0.266). This result demonstrated the validity of the statement created for the questionnaire. The reliability of the questionnaire was then evaluated, and it was discovered that the reliability was 0.912, indicating a very high degree of reliability. SPSS 26 was utilized to assist in the data analysis for this study. The tests that were run were the normality test, the homogeneity test, the homogeneity test of the variation-covariance matrix or BOX-m, and the multicollinearity test.

The first step in the research process was to compare the Pancasila student profile values between the experimental and control classes. The measurement data was subsequently examined. The experimental and control classes had pre-test results that were statistically significant at a level higher than 0.05. This result showed no distinction between the pre-test scores of the experimental and control classes. Researchers and teachers then put together lesson plans for experimental and control classes. The plan was created traditionally in the control class. Books used to create the Pancasila learner profile of primary school children were distributed to kids by their teachers. While in the experimental class, learning was arranged using culture-based electronic storybooks.

During the implementation, the control class was only given learning books that were commonly used and associated with the value of the Pancasila student profile. Students in the experimental class received digital storybooks based on cultures. The Pancasila learner profile's values were explained to students before they began reading the story. Each value in the Pancasila learner profile was clearly and practically explained by the teacher to the students. How the Pancasila values can be used in many contexts at school, home, and in the community was discussed by the teacher and students.

Electronics like laptops and smartphones were handed to the students to make it simpler for pupils to read the storybooks. Students were required to read electronic storybooks based on cultures. Students discussed the principles of the Pancasila student profile presented in the story after reading culture-based electronic storybooks. The importance of the Pancasila student profile, as used by the story character, was explored by the class, and connected to daily life. The next step was for students to journal how they interpreted the values of the Pancasila student profile. Students were required to complete a questionnaire developed at the end of the activity.

FINDINGS

The researchers tallied the data after giving the students a questionnaire to make it simpler to perform the calculations. The following is the data tabulation for the experimental class:

Table 2: Tabulation of Experimental Class Data

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Noble attitudes	100	75.00	100.00	89.1800	9.03235
Global diversity attitudes	100	83.00	100.00	93.0300	8.40329
Cooperation attitude	100	78.00	100.00	89.9900	9.12926
Independent attitude	100	75.00	100.00	88.7300	11.09996
Critical reasoning attitude	100	82.00	100.00	92.0800	7.70502
Creative attitudes	100	80.00	100.00	92.6000	9.70473
Valid N (listwise)	100				

Table 2 shows that the experimental class's attitude toward global diversity had the highest mean value, while its attitude toward independence had the lowest. The following data tabulation is applied to the control class:

Table 3: Tabulation of Control Class Data

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Noble attitudes	100	38.00	81.00	57.0300	12.98364
Global diversity attitudes	100	19.00	38.00	25.5400	5.57125
Cooperation attitude	100	31.00	44.00	37.6200	5.19281
Independent attitude	100	25.00	38.00	32.0700	5.48138
Critical reasoning attitude	100	44.00	63.00	52.0500	6.53255
Creative attitudes	100	19.00	25.00	20.9800	2.83549
Valid N (listwise)	100				

According to Table 3, the noble attitude had the highest mean value for the control class, while the creative attitude had the lowest mean value. The normality test was computed following the tabulation of the data. The purpose of the normality test was to determine whether the data came from a population with a normally distributed population. The data on noble attitudes, global diversity attitudes, cooperation, independence, critical reasoning, and creative attitudes from both experimental and control classes were assessed for normality. The normality test calculation's outcomes were as follows:

Table 4: Results of Normality Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Noble attitudes of experimental class	.173	100	.778	.872	100	.820
Global diversity attitudes of experimental class	.387	100	.778	.625	100	.129
Cooperation attitude of experimental class	.254	100	.778	.784	100	.829
Independent attitude of experimental class	.285	100	.778	.747	100	.788
Critical reasoning attitude of experimental class	.278	100	.778	.766	100	.250
Creative attitudes of experimental class	.407	100	.778	.611	100	.710
Noble attitudes of control class	.152	100	.778	.914	100	.700
Global diversity attitudes of control class	.209	100	.778	.854	100	.173
Cooperation attitude of control class	.219	100	.778	.799	100	.234
Independent attitude of control class	.270	100	.778	.777	100	.505
Critical reasoning attitude of control class	.227	100	.778	.849	100	.113
Creative attitudes of control class	.428	100	.778	.593	100	.317
a. Lilliefors Significance Correction						

As seen in Table 4, the samples originated from a normally distributed population because the sig numbers for both the Komogorov-Smirnov test and the Shapiro-Wilk test were above 0.05 (significance level). The homogeneity test was performed after the normality test.

The homogeneity test was used to determine whether the two data groups' data variances were homogeneous. These were the homogeneity test results:

Table 5: Homogeneity Test

Levene's Test of Equality of Error Variances[a]		Levene Statistic	df1	df2	Sig.
Noble attitudes	Based on Mean	19.818	1	198	.140
	Based on Median	17.083	1	198	.530
	Based on Median and with adjusted df	17.083	1	179.478	.550
	Based on trimmed mean	19.716	1	198	.150
Global diversity attitudes	Based on Mean	106.832	1	198	.266
	Based on Median	8.783	1	198	.341
	Based on Median and with adjusted df	8.783	1	134.262	.360
	Based on trimmed mean	99.320	1	198	.322
Cooperation attitude	Based on Mean	41.674	1	198	.814
	Based on Median	33.577	1	198	.266
	Based on Median and with adjusted df	33.577	1	165.712	.337
	Based on trimmed mean	42.814	1	198	.503
Independent attitude	Based on Mean	85.124	1	198	.430
	Based on Median	75.394	1	198	.143
	Based on Median and with adjusted df	75.394	1	160.858	.411
	Based on trimmed mean	86.497	1	198	.265
Critical reasoning attitude	Based on Mean	5.030	1	198	.260
	Based on Median	3.082	1	198	.807
	Based on Median and with adjusted df	3.082	1	188.450	.808
	Based on trimmed mean	5.240	1	198	.023
Creative	Based on Mean	609.908	1	198	.226

attitudes	Based on Median	28.738	1	198	.229
	Based on Median and with adjusted df	28.738	1	115.780	.429
	Based on trimmed mean	488.622	1	198	.230
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.					
a. Design: Intercept + Class					

In Table 5, the sig number for each data point had a value above 0.05 (significance level), indicating that the data distribution was homogeneous. The homogeneity test was followed by the Box-M test, often known as the homogeneity test of the variance-covariance matrix. The box-M test was used to determine whether the variance-covariance matrix for the independent and six dependent variables was the same. The findings of the Box-M test were as follows.

Table 6: Results of Box-M test

Box's Test of Equality of Covariance Matrices[a]	
Box's M	250.355
F	11.537
df1	21
df2	144192.248
Sig.	.158
Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.	
a. Design: Intercept + Class	

According to Table 6, the sig value was 0.158. As a result, the covariance variance matrix was reported to be homogeneous because the value obtained was more than 0.05. Hypothesis testing was the next test. These were the outcomes of the hypothesis test:

Table 7: Hypothesis Test

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Class	Noble attitudes	51681.125	1	51681.125	413.187	.000
	Global diversity attitudes	227745.005	1	227745.005	4480.786	.000
	Cooperation attitude	137130.845	1	137130.845	2486.313	.000
	Independent attitude	160517.780	1	160517.780	2094.784	.000
	Critical reasoning attitude	80120.045	1	80120.045	1570.342	.000
	Creative attitudes	256471.220	1	256471.220	5017.935	.000
a. R Squared = .676 (Adjusted R Squared = .674)						
b. R Squared = .958 (Adjusted R Squared = .957)						
c. R Squared = .926 (Adjusted R Squared = .926)						
d. R Squared = .914 (Adjusted R Squared = .913)						
e. R Squared = .888 (Adjusted R Squared = .887)						
f. R Squared = .962 (Adjusted R Squared = .962)						

Table 7 shows that:

1. In the noble character section, the sig value was 0.000 less than 0.05, so it meant that there was a difference in noble character attitudes between students who used cultural literacy-based electronic storybooks and those who followed conventional learning.

2. In the global diversity section, the sig value was 0.000 less than 0.05, so it can be interpreted that there are differences in global diversity attitudes between students who use electronic storybooks based on cultural literacy and those who follow conventional learning.

3. In the cooperation section, the sig value was 0.000 less than 0.05, so there was a difference in the attitude of cooperation between students who used electronic storybooks based on cultural literacy and those who followed conventional learning.

4. In the independent attitude section, the sig value was 0.000 less than 0.05, meaning there was a difference in independent attitude between students who used cultural literacy-based electronic storybooks and those who followed conventional learning.

5. In the critical reasoning section, the sig value was 0.000 less than 0.05, so it meant that there was a difference in critical reasoning attitudes between students who used cultural literacy-based electronic storybooks and those who followed conventional learning.

6. In the creative attitude section, the sig value was 0.000 less than 0.05, so it meant that there was a difference in creative attitudes between students who used electronic storybooks based on cultural literacy and those who followed conventional learning.

Additionally, the following table provides information about the simultaneous impact of using culturally based electronic storybooks on Pancasila student profile values.

Table 8: Results of Multivariate Test

	Effect	Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.997	11898.283[b]	6.000	193.000	.000
	Wilks' Lambda	.003	11898.283[b]	6.000	193.000	.000
	Hotelling's Trace	369.895	11898.283[b]	6.000	193.000	.000
	Roy's Largest Root	369.895	11898.283[b]	6.000	193.000	.000
Class	Pillai's Trace	.987	2480.469[b]	6.000	193.000	.000
	Wilks' Lambda	.013	2480.469[b]	6.000	193.000	.000
	Hotelling's Trace	77.113	2480.469[b]	6.000	193.000	.000
	Roy's Largest Root	77.113	2480.469[b]	6.000	193.000	.000
a. Design: Intercept + Class						
b. Exact statistic						

Table 8 shows that the statistical test results of Pillai's trace, Wilk's lambda, Hotelling's trace, and Roy's largest root obtained a sig value of 0.000, smaller than 0.005. This value showed that children who used cultural literacy-based electronic storybooks and those who followed conventional learning had different noble attitudes, global diversity, cooperation, independence, critical reasoning, and creative attitudes.

DISCUSSIONS

Children's stories created in digital or electronic form are called "culture-based electronic storybooks." This children's storybook focuses on regional customs, cultures, and values. To raise primary school pupils' appreciation for national ideology, this storybook is made to tell engaging and educational tales and help kids connect with their cultural heritage. According to the study, culturally based electronic storybooks helped primary school pupils develop more positive attitudes toward a noble character, global diversity, independence, cooperation, reasoning, and creativity. The findings of this study also indicated that adopting culturally based electronic storybooks could simultaneously affect primary school kids' Pancasila student profile values. Research by Segal-Drori (2010), Ihmeideh (2014), and Buts et al. (2015) that looked at the impact of electronic books on enhancing preschoolers' emergent literacy skills validated the findings of this study. According to the study, using electronic storybooks could enhance the literacy abilities of preschoolers. The findings of a study by Maynard (2010) looked at the impact of electronic storybooks on young children's reading habits. According to the study's findings, preschoolers engaged in reading activities with high levels of excitement and passion. Ciampa (2012) looked at the impact of online reading on elementary school children's reading processes. According to the study's findings, students engaged more actively in reading, were happier, and received high reading comprehension test scores. Therefore, based on the research, using electronic storybooks may enhance the standard of student learning. However, this current research provided new findings that the use of culture-based electronic storybooks could increase the value of the national ideology of elementary school students.

A nation's identity and characteristics are shaped by a set of ideas, beliefs, and values known as its national ideology (Larin, 2020; Su & Shen, 2021). National ideology encourages loyalty to the nation and supports harmony and cooperation within a nation (Sah, 2021). Primary school kids must build their ideological values because they serve as the foundation for later development. Every student in Indonesia was required to uphold these national ideals, which were outlined in the Pancasila student profile. The profile of Pancasila students was created in various ways, one of which was the creation of culture-based electronic storybooks that were suited to the traits of the students and the traits of the national ideological principles being taught in the classroom. According to the study's findings, using electronic storybooks might boost the value of national ideology.

The use of culture-based electronic storybooks had significant promise for enhancing national ideological values in primary school pupils, including noble character, global diversity, independence, cooperation, reasoning, and creativity. Many things caused this. The generated culture-based storybooks contained moral values, ethical behaviour, and attitudes valued in Indonesia's existing culture. The stories portrayed admirable traits like honesty, kindness, patience, and empathy. When they read or actively engaged with the storybooks, positive behaviour like honesty, kindness, patience, and empathy would be introduced to pupils. Students had the chance to respond to and integrate these beliefs into their daily life during this process (Hill & Bartow Jacobs, 2020; Bleazby, 2020). Students might learn about noble

attitudes cherished in a particular culture through culture-based storybooks and use them in their relationships with others and decision-making. Students may benefit from developing a better and more positive attitude toward themselves and their surroundings (Danaei et al., 2020; Al-Bataineh & Gallagher, 2021).

The electronic storybook also highlighted the variety of cultures that exist in Indonesia. The stories informed many Indonesian cultures' customs, traditions, and daily life. This condition allowed pupils to cultivate a global diversity attitude that included respect for cultural diversity and an appreciation of the value of intercultural interaction. Students could become more open, tolerant, and able to communicate successfully with others from different cultural backgrounds by knowing and valuing cultural diversity (Sobkowiak, 2019; Gong et al., 2020; Sevimel-Sahin, 2020).

To aid pupils in understanding their identities, the culture-based storybook was designed along with components of their cultural identity. Students may identify values, traditions, and other significant elements that build up their identity through stories illustrating their own or other cultures (Sikora et al., 2019; Heath & Thomas, 2020). Students might experience more pride in their identity and a stronger connection to their cultural background. Students may become more self-assured and independent in their interactions with others if they are more aware of who they are. They would be better able to appreciate their individuality, uniqueness, and place within the context of culture. Students could build strong social relationships, accept diversity, and value the contributions of various cultures due to this (Golos et al., 2012; Wege et al., 2014; Lysaker & Sedberry, 2015). Students must have a good self-understanding to better apply their beliefs and attitudes in their daily lives, such as noble character, global diversity, cooperation, reasoning, and creativity.

Additionally, the surroundings and the characteristics of primary school pupils were considered in developing this culture-based electronic storybook so that the stories offered would encourage more active engagement and learning. The culture-based electronic storybook's interactive aspects, thinking exercises, and game components encouraged kids to think critically and creatively. Teachers encouraged students to reflect carefully on the story's context, find connections between facts, and act. Students were forced to consider various viewpoints, assess the available data, and develop original ideas or solutions while interacting with the electronic storybook. This fact assisted them in cultivating the critical thinking abilities necessary for problem-solving, scenario analysis, and reasoned decision-making (Pantaleo, 2017; Ismailova, 2022).

Additionally, using electronic storybooks could inspire pupils' creativity. The interactive aspects found in electronic storybooks inspired children to actively contribute to constructing or demonstrating story elements, such as painting, making narrative decisions, or coming up with other solutions. This technique has encouraged pupils to express their views distinctively and originally by using their imagination and creativity (Lin, 2012; Hsiao, 2017; Kim, 2016). Students who had developed their critical and creative thinking abilities were better able to solve problems, think outside the box, and come up with innovative solutions. This fact aided them in overcoming difficult obstacles and adjusting to ongoing changes in society and the

constantly changing world.

E-storybook with cultural themes have also been created with interesting multimedia components. Students were more motivated to participate in class and learn because the learning became more enjoyable and intriguing. Students are more likely to be responsive and open to the values and lessons in a joyful learning environment (Bakar et al., 2013; Yilmaz, 2017; Gultekin, 2020). Students are more enthusiastic, enthused, and driven to learn when participating in pleasurable learning activities. Students' interest and attention in the story and the lessons being imparted could be increased by including entertaining multimedia components in electronic storybooks. Students could become emotionally and cognitively engaged by using vivid animations, attractive sounds, and cheerful music to create an exciting and captivating environment.

Students more readily embraced the values and messages presented in the story when learning in a fun environment. The story's moral, ethical, and attitude lessons were simple for students to grasp and internalize. The recollection and retention of students' newly acquired knowledge may be enhanced by engaging in learning activities (Rambli et al., 2013; Bishop et al., 2014; Khozaei et al., 2022). A positive learning environment and the motivation of the pupils to study more and advance themselves were also aided by a fun and engaging learning environment (Fidiyanti, 2017; Puspitarini & Hanif, 2019; Eliyasni e al., 2019). Students were tempted to actively participate, ask questions, exchange ideas, and interact with the teacher and peers when they were joyful and involved in the learning process. This condition might enhance classroom collaboration, social contact, and communication. Using electronic storybooks based on cultures could encourage students to learn more effectively and foster a happy learning atmosphere. Therefore, these elements could generally enhance elementary school kids' ideological values.

CONCLUSION

According to the study, culture-based electronic storybooks can help elementary school pupils value their country's ideology more. Ideological values include noble character, global diversity, independence, cooperation, reasoning, and creativity. The effect happened simultaneously, according to the study. To improve the importance of national ideology among elementary school children, the study's findings offer recommendations for primary school teachers who can employ electronic storybooks.

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