E-Chief Journal (Early Childhood and Family Parenting Journal)
ISSN: 2808-2664 E-ISSN: 2808-2656
Vol.6 No.1 2026 Page: 19-25

DEVELOPMENT OF THE "BUKUSAKU PRASIAJA DIGITAL" WORKBOOK ON THE THEME OF NATURE CONSERVATION TO FOSTER CHARACTER DEVELOPMENT AT KEMALA BHAYANGKARI KINDERGARTEN IN PALEMBANG

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Abstract
The objective of this study is to develop a valid, practical, and effective digital Prasiaga Pocket Book on the theme of environmental conservation to foster character development among children at Kemala Bhayangkari Kindergarten in Palembang. This study employs the Research and Development (R&D) method using the ADDIE model, which consists of the Analysis, Design, Development, Implementation, and Evaluation stages. The research subjects included subject matter experts, media experts, teachers, and children in Group B at Kemala Bhayangkari Kindergarten in Palembang. Data collection techniques were conducted through observation, interviews, questionnaires, tests, and documentation. Data analysis was performed using both quantitative and qualitative descriptive methods through the analysis of validation results, practicality, and the effectiveness of the media. The research findings show that (1) the Digital Prasiaga Pocket Book received a "highly suitable" rating based on validation by subject matter experts and media experts,(2) the media received a "highly practical" rating based on feedback from teachers and users during instruction,(3) the effectiveness test results showed a t-calculated value of 26.490 and a t-table value of 2.178, meaning t-calculated > t-table, which implies that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. These results indicate that the use of the Digital Prasiaga Pocket Book has a significant effect on teachers' ability to implement nature conservation-themed learning to develop children's character. This medium can assist teachers in delivering more engaging, interactive, and meaningful lessons, as well as support the cultivation of environmental awareness, responsibility, discipline in early childhood.
Keywords: Digital Preparedness Pocket Guide, Nature Conservation, Children's Character Development, Early Childhood Education, Digital Learning Resources.

INTRODUCTION

Educational institutions with strong flagship programs are able to develop children's abilities and shape their character from an early age. From an early age, children's character development can be stimulated through simple yet structured activities (Cahyaningrum et al., 2017; Suyanto, 2012).

Based on the survey results presented by Husen Hasan Basri, coordinator of the Ministry of Religious Affairs' character survey on religiosity, nationalism, independence, mutual cooperation, and integrity. The survey results show that only the dimension of nationalism scored higher (74.26) compared to last year's survey (74.13). Meanwhile, the other four dimensions saw a decline, with the most significant drop occurring in the dimension of student independence (Basri et al., 2019). As expected, the main cause of the decline in

student character scores is the distance learning system (PJJ) implemented as an educational solution during the pandemic.

The survey results underscore the need to improve children's character through a variety of activities. Character development can be fostered through Scouting education programs featuring engaging activities and a variety of play-based methods. Article 1, point 1 of Government Regulation No. 87 of 2017 states that Character Education Strengthening (PPK) involves strengthening students' character through the harmonization of heart, emotion, mind, and physical activity, using an approach and collaboration between educational institutions, families, and the community as part of the National Mental Revolution Movement a responsibility of educational institutions (Winoto, 2020).

Religious character in early childhood refers to the development of attitudes and behaviors that reflect positive spiritual and religious values. This involves not only teaching about a specific religion, but also fostering strong moral and ethical habits from an early age, such as tolerance and maintaining cleanliness (Wahyuni & Subandi, 2022).

Based on Decision No. 032/H/KR/2024 of the Head of the Agency for Educational Standards, Curricula, and Assessment at the Ministry of Education, Culture, Research, and Technology, the learning outcomes for the foundational phase of early childhood education are divided into three components, one of which is identity, which encompasses the character of young children. The development of character in young children can be fostered through pre-school activities (Kemendikbudristek, 2024).

Prasiaga refers to children who have not yet entered elementary school or children under the age of seven who are introduced to an understanding of character values in early childhood education (Rahmah, 2024). These pre-Scout activities have begun to gain recognition among early childhood educators through word of mouth; however, a shortage of handbooks has prevented educators from implementing them. In the Palembang area, the majority of schools serving children under the age of seven have not yet introduced pre-Scout activities.

The digital handbook is a detailed guide to the types and stages of pre-scouting activities. It is intended to assist teachers who lack a thorough understanding of pre-scouting activities. (Faisal1, 2016). Based on interviews and observations conducted with educators and the principal of Temala Bhayangkari Kindergarten on October 20–26, 2023, it was found that Temala Bhayangkari Kindergarten in Palembang has been implementing Pre-Scout activities since last year; however, these activities have not yet been fully implemented.

The findings of Susanti's study, titled "Development of a Prasiaga Pocket Guide on Nature Conservation for Prasiaga Extracurricular Activities," indicate that early childhood educators find the Prasiaga pocket guide to be very helpful (Susanti, 2025). Educators want and need a hardcover handbook that they can use flexibly whenever and wherever they are.
The purpose of this study is to describe the level of suitability, practicality, and effectiveness of the Digital Pre-School Readiness Handbook on the theme of nature conservation, as well as to analyze the impact of its use in helping teachers foster environmental awareness, responsibility, and discipline among children in Group B at Kemala Bhayangkari Kindergarten in Palembang.

METHOD

This study employs the Research and Development (R&D) method. Research and development is a research method used to create a specific product

while simultaneously testing the feasibility, practicality, and effectiveness of the product being developed (Sugiyono, 2021). The product developed in this study is a Digital Pre-Preparedness Pocket Book on Nature Conservation for Character Development in Early Childhood.

The development model used in this study is ADDIE (Analysis, Design, Development, Implementation, and Evaluation). This model consists of five stages: analysis, design, development, implementation, and evaluation (Suryani, 2016). The analysis phase was conducted to identify user needs and learning challenges related to character development in early childhood. The design phase involved designing the content, layout, and features of the Digital Prasiaga Pocket Book. The development phase involved creating the product and having it validated by subject matter experts and media experts. The implementation phase was carried out through product testing with users, while the evaluation phase was conducted to determine the feasibility, practicality, and effectiveness of the developed product.

This study was conducted at the Kemala Bhayangkari Kindergarten in Palembang. Product testing was conducted in two phases: a small-group pilot test and a large-group pilot test. The small-group pilot test involved 3 early childhood education teachers, while the large-group pilot test involved 6 early childhood education teachers. Both phases of the pilot tests were conducted to gather data on the practicality and effectiveness of using the Digital Prasiaga Pocket Book in the classroom.

The data collection techniques used included observation, interviews, questionnaires, tests, and documentation. The research instruments used consisted of subject matter expert validation sheets, media expert validation sheets, teacher response questionnaires, and effectiveness test instruments. The data obtained were analyzed using quantitative and qualitative descriptive analysis techniques. Feasibility and practicality data were analyzed through score and percentage calculations to determine product assessment categories. Meanwhile, effectiveness data were analyzed using a t-test to determine the effect of using the Digital Prasiaga Pocket Book on teachers' ability to implement nature conservation-themed learning to develop the character of early childhood students.

The success indicators in this study were evaluated in terms of feasibility, practicality, and effectiveness. A product was deemed feasible if it received a rating of "feasible" or "highly feasible" based on the validation results from subject matter experts and media experts. A product was deemed practical if it received a rating of "practical" or "highly practical" based on user feedback. A product is deemed effective if the results of statistical testing show that the t-calculated value is greater than the t-table value at a significance level of 0.05.

RESULTS AND DISCUSSION

The results of this study are presented in accordance with the research objective, which is to produce a Digital Pre-School Readiness Handbook on the theme of Nature Conservation that is appropriate, practical, and effective for use in supporting the character development of young children. The details of the research results include the results of product validation, practicality testing, and effectiveness testing.

Table 1. Average Validation Results

E-Chief Journal (Early Childhood and Family Parenting Journal)
ISSN: 2808-2664 E-ISSN: 2808-2656
Vol.6 No.1 2026 Page: 19-25

Based on the validation results, the

Nu.	Validator	Percentage	Category
1	Content Validator	86,6 %	Highly Reliable
2	Language Validator	92 %	Highly Reliable
3	Media Validator	95 %	Highly Reliable
	On average	91.2 %	Highly Reliable

average validity level of the product falls into the "highly valid" category; therefore, the Digital Pre-School Readiness Workbook on Nature Conservation has been deemed suitable for use and pilot testing in the learning process. These results indicate that the content, linguistic aspects, and media presentation are appropriate for young children and meet the needs of teachers in implementing pre-school readiness activities to foster children's character development.

Table 2. Small-Scale Trial

Based on the table above, which

Nu.	Educator	Total	Practicality	Category
1.	Educator 1	35	77 %	Practical
2.	Educator 2	36	80%	Practical
3.	Educator 3	36	80%	Practical
	Total	107	79%	Practical

presents the results of the small-group pilot study, the data analysis indicates that early childhood educators' response to the digital preparedness handbook on the theme of nature conservation in the small-group pilot study was 79%, thereby meeting the "practical" criterion.

The results indicate that the Digital Pre-School Pocket Guide is easy to use and understand, and helps teachers implement pre-school activities integrated with the theme of nature conservation. Nevertheless, several suggestions and comments from teachers were used to improve and refine the product before proceeding to the next phase of testing. Based on the results of the practicality test, the Digital Pre-Disaster Preparedness Pocket Guide was deemed practical and suitable for use and for testing on a larger scale.

Table 3. Large-Scale Trial

Nu.	Educator's	Total	Practicality	Category
1.	Educator 1	41	91 %	Very Practical
2.	Educator 2	41	91 %	Very Practical
3.	Educator 3	43	95 %	Very Practical
4.	Educator 4	42	93%	Very Practical
5.	Educator 5	43	95%	Very Practical
6.	Educator 6	41	91 %	Very Practical
7.	Educator 7	42	93 %	Very Practical
8.	Educator 8	43	95 %	Very Practical
	Total	336	93 %	Very Practical

Based on the table above, which presents the results of the large-scale pilot test, the data analysis indicates that teachers' responses to the pre-preparedness activities in the large-scale pilot test reached 93%, resulting in a rating of "very practical." From the results of the large-scale pilot test conducted with 8 teachers, it can be concluded that the digital pre-scout pocket book is highly practical and aligns with the indicators intended to be achieved during the research. This pocket book can be used by teachers to implement pre-scout activities at the early childhood education level. The following data was obtained from the practicality pilot test conducted with 8 teachers.

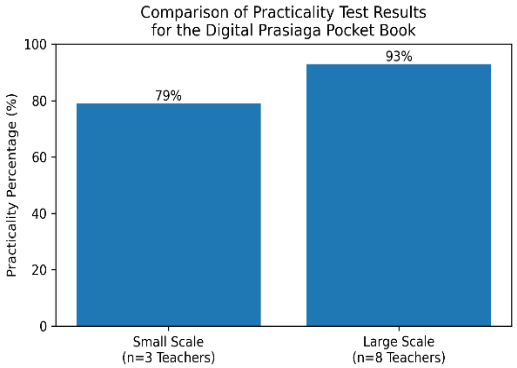

Figure 1. Comparison of Large-Scale and Small Scale

Based on the diagram above, the results of the small-scale usability test involving 3 teachers yielded a score of 79%, falling into the "Practical" category. After revising and refining the product based on user feedback, the results of the large-scale practicality test involving 8 teachers increased to 93%, falling into the

"Very Practical" category. This 14% increase indicates that the Digital Pre-School Readiness Handbook is becoming easier for teachers to use, understand, and implement in nature conservation-themed pre-school readiness activities designed to foster character development in young children.

The effectiveness of the Digital Prasiaga Pocket Book on the theme of Nature Conservation in developing children's character was analyzed through normality tests and hypothesis testing using pre-test and post-test data. The normality test was conducted to determine whether the research data followed a normal distribution. Calculations using the curve slope formula showed that the curve slope value for the pre-test data was 0.43 and for the post-test data was 0.523. Since both values fell within the range of −1 to +1, the data was deemed to be normally distributed and thus met the requirements for hypothesis testing.

Next, a hypothesis test was conducted using a t-test to determine the effect of using the Digital Prasiaga Pocket Book on teachers' abilities. The results showed that the calculated t-value was 26.490, while the critical t-value was 2.178 at a 5% significance level. Since t-calculated > t-table (26.490 > 2.178), Ha is accepted and H0 is rejected. These results indicate that there is a significant effect of the use of the Digital Pre-Disaster Preparedness Pocket Book on teachers' ability to implement pre-disaster preparedness activities themed on nature conservation.

Based on the results of these tests, it can be concluded that the Digital Prasiaga Pocket Book on Nature Conservation is an effective learning resource to assist teachers in developing the character of young children.

This finding is consistent with Sugiyono's view that research and development products are considered valid if they have undergone a validation process by experts and meet the established criteria. The higher the validity of a product, the higher its quality for use in learning (Sugiyono, 2021).

The research results also indicate that the Digital Disaster Preparedness Pocket Guide was rated as highly practical based on feedback from teachers and students. The high level of practicality indicates that the product is easy to use, easy to understand, and helps teachers implement disaster preparedness activities at school. This finding aligns with Nieveen's (1999) view, which states that an educational product is considered practical if users can easily use it in accordance with its intended purpose and receive positive feedback from users.

In addition, the results of the effectiveness test show that the use of the Digital Prasiaga Pocket Book has a significant impact on the character development of young children. These results reinforce the theory of character education proposed by Lickona (2013), which states that character formation is achieved not only through the imparting of knowledge but also through habit formation and real-life experiences that allow children to practice character values in their daily lives. Through pre-school activities integrated with the theme of nature conservation, children gain direct experience in applying the values of responsibility and care for the environment. Various studies show that character strengthening can be done through learning media (Suriansyah et al., 2023), instilling school culture by teachers (Hartini et al., 2025), and developing critical thinking skills through active learning models (Elda et al., 2025).

These research findings are also supported by Piaget's constructivist theory, which explains that children construct their knowledge through active interaction with their surroundings. Therefore, scouting activities that provide children with opportunities to engage

directly in nature conservation can help foster character development in a more meaningful and sustainable way (Piaget, 1964).

In accordance with the Ministry of Education and Culture Regulation, which states that a "Prasiaga" book is a book that introduces Scouting values to children under the age of 7 in early childhood education (PAUD) settings. Based on this regulation, we can see that Prasiaga Scouting activities in early childhood education settings can be successfully implemented, provided they follow the guidelines.

The guidebook designed by the researchers has been tested in three provinces: Lampung, Bengkulu, and South Sumatra. Feedback provided by educators and researchers served as the basis for revisions and improvements. It is crucial to provide stimulation for the character development of young children, as we know that early childhood is the "golden age," during which a child's brain develops rapidly, making it the optimal time to provide stimulation.

Megawangi, in *Dharma Kesuma*, defines character education as an effort to teach children to make wise decisions and put them into practice in their daily lives so that they can make a positive contribution to their communities (Megawangi, 2011).

A child's character refers to the traits, morals, ethics, manners, disposition, or personality of an individual that are shaped by circumstances distinguishing them from others in their relationship with God, fellow human beings, and their environment; these traits are the result of education through the cultivation of good habits within both the family and the broader community (Nasional, 2010).

CONCLUSION

Based on the results of the research and development conducted, it can be concluded that the Digital Pre-School Readiness Pocket Book on the Theme of Nature Conservation for Developing Character in Early Childhood, developed using the ADDIE model, meets the criteria for feasibility, practicality, and effectiveness. Validation results by subject matter experts, media experts, and language experts indicate that the product falls into the "highly valid" category, making it suitable for use as a guidebook to support pre-school activities in kindergartens. Furthermore, the practicality test results, which involved teachers and children, showed percentages of 93.3% and 93.5%, respectively, in the "highly practical" category, indicating that the product is easy to use, understand, and implement in learning activities. Furthermore, the results of the effectiveness test showed a t-calculated value of 26.490, which is greater than the t-table value of 2.178; thus, Ha is accepted and H0 is rejected. These results prove that the use of the Digital Pre-School Readiness Pocket Book has a significant effect on the character development of early childhood students at the Kemala Bhayangkari Kindergarten in Palembang.

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