
DEVELOPMENT OF ILLUSTRATED STORY BOOKS FOR ANTI-CORRUPTION EDUCATION IN EARLY CHILDHOOD

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Abstract

This study was aimed to develop effective picture storybooks for instilling anti-corruption values in early childhood. Research and Development (R&D) was used in this study. This study developed illustrated storybooks as learning media to instill anti-corruption character values in early childhood using the ADDIE method. This research was conducted at an early childhood education institution in South Jakarta. The study involved three participants; principals and teachers of kindergarten. Interview was used in analysis phase. During the development phase, three illustrated storybooks conveying messages of honesty, care, and responsibility were created. Expert validation result indicated that the books are suitable for use as learning media. Implementation in the early childhood institutions received positive responses from teachers and principals, indicating the books' effectiveness in instilling anti-corruption character values. The study recommends developing diverse learning media, providing teacher training, and involving parents to support anti-corruption character education from an early age. The findings demonstrate that illustrated storybooks serve as effective media for promoting the learning of anti-corruption values in early childhood.

Keywords: anti-corruption values, character education, early childhood, illustrated story book media

Introduction

Corruption in Indonesia remains a deeply concerning issue, with far-reaching impacts on both economic and social development (Ceunfin et al., 2024). Indonesia ranks 99th out of 180 countries globally, indicating a high level of corruption (Transparency International, 2025). In 2024, Indonesia's Anti-Corruption Behavior Index dropped to 3.85 from 3.92 the previous year, reflecting an increase in societal tolerance towards corruption (Badan Pusat Statistik, 2024). Furthermore, Transparency International Indonesia reported that in 2023, Indonesia scored 34 points and ranked 115th out of 180 countries, underscoring that corruption levels in the country remain a significant concern (Transparency International, 2025). Corruption not only can harms the nation's economy but also impedes social, educational, and healthcare development, ultimately affecting the quality of life for its citizens.

Many people have yet to realize that corruption has become part of their daily lives due to misunderstandings about what constitutes corruption. Consequently, corrupt acts are often perceived as normal by the public (Rose-Ackerman & Palifka, 2016). Many believe corruption only occurs in major forms such as bribery or embezzlement, while smaller acts like giving gifts to expedite processes or gain personal advantage also qualify as corruption. Because there has been no significant effort to

change this mindset through education, corruption continues to grow and has become a cultural obstacle to national progress.

Addressing corruption in Indonesia requires more than legal measures; it must also be tackled through education. Anti-corruption education in schools is crucial to raise awareness, prevent misconceptions about corruption, and cultivate a generation with integrity from an early age (Heywood, 2014). This education is an effective method to instill essential life values, helping young people understand and prevent corrupt behaviors (Kemendikbud, 2013). Starting anti-corruption education early is vital so that children develop strong characters capable of resisting the temptation to engage in corruption, serving as a long-term prevention strategy.

Early childhood is a period of rapid growth and high sensitivity to the surrounding environment, often referred to as the golden age. During this stage, children learn quickly because they are highly responsive to the stimuli they see, hear, and feel (Hurlock, 1978). Therefore, instilling anti-corruption values in young children must be done appropriately by parents and teachers. One effective approach is using suitable media, such as illustrated storybooks. These books are designed to be simple and visually appealing to ensure easy understanding and capture children's attention (Pendidikan & Kebudayaan, 2010).

The Corruption Eradication Commission (KPK) introduced nine key anti-corruption values considered essential: honesty, care, independence, responsibility, cooperation, simplicity, hard work, courage, and fairness (Kemendikbud, 2013). KPK also produces various educational media, including illustrated storybooks and films. Research on the illustrated storybooks "Paternakan Kakek Tulus" and "Byuur!" published by KPK in 2020 showed that these books effectively enhance children's and the community's understanding of the importance of anti-corruption values. The researcher analyzed illustrated storybooks on Anti-Corruption Education from the "Tunas Integritas" series published by the Corruption Eradication Commission (KPK). The evaluation results revealed that the texts in these books are too lengthy and use language that is not simple enough, making them difficult for early childhood children to understand. Books for young children must be tailored to their abilities to ensure the messages conveyed are easily comprehended (Ates, 2023). Furthermore, the illustrations used are less engaging and do not align well with the text, which hinders children's understanding of the story.

In addition to analyzing the books, the researcher conducted interviews with five teachers and one principal at an early childhood education institution in South Jakarta. The interviews revealed that the teachers were not fully familiar with the nine Anti-Corruption values introduced by the KPK. Some teachers only mentioned honesty, responsibility, discipline, courage, and fairness separately. Another finding indicated that Anti-Corruption Education had not yet been implemented at the institution, and there were no storybooks specifically designed to teach anti-corruption values. Common issues related to anti-corruption values among early childhood children at the institution included a lack of independence, honesty, responsibility, and care. This finding aligns with research by Wahyuni and Utami (2023), teachers lack a comprehensive understanding of anti-corruption values and lack specific guidelines for integrating these values into their teaching. Another study by Aziz et al. (2021), also showed that the limited availability of learning media appropriate to the characteristics of early childhood, such as anti-corruption picture books, is a barrier to implementing anti-corruption values in PAUD institutions. However, all teachers agreed that illustrated storybooks remain an effective media for teaching young children which is in line with the findings in research by Miranda (2018), which emphasizes the importance of visual media such as picture books in early childhood character education.

The importance of early anti-corruption education is an urgent need to cultivate a generation with integrity. Equipping children with strong character from an early age is the most fundamental long-term anti-corruption prevention strategy. However, initial analysis and interviews with teachers at early childhood education institutions in South Jakarta indicate that the implementation of anti-corruption values has not been optimal. This is further supported by findings that anti-corruption education has not been systematically applied, and supporting media designed specifically for this purpose is still very limited. This situation becomes crucial because appropriate media, such as illustrated storybooks, have proven to be effective in attracting attention and facilitating the understanding of young children. Several previous studies have been conducted to develop anti-corruption educational media. Research such as MedPAK: Multimedia-Based Anti-Corruption Educational Learning Media, an effective multimedia-based anti-corruption educational learning medium for improving elementary school students' understanding of anti-corruption values (Prihati et al., 2019), Development of Make a Match Cards Based on Anti-Corruption Character who designed cards that integrate anti-corruption characters proven to increase the motivation and participation of elementary school students in recognizing the values of honesty and responsibility (Trisnawati & Sundari, 2021), Development of Hand Puppet Based on Local Wisdom as Anti-Corruption Educational Media for Early Childhood to show that a local approach can make it easier for children to understand the basic values of anti-corruption (Jaya et al., 2022), and Development of E-Module for Anti-Corruption Education Based on Local Wisdom for anti-corruption education at the secondary education level which shows effectiveness in improving anti-corruption attitudes (Putri et al., 2024). Most of these studies develop anti-corruption educational media for elementary, secondary, and higher education levels, leaving a gap in media, especially picture story books specifically designed for early childhood education.

The novelty of this study lies in the application of a more specific anti-corruption character education concept for young children, using illustrated storybooks to help them understand the negative consequences of corruption from an early age. This study addresses a gap in the literature on early childhood character education by developing an illustrated storybook media to instill anti-corruption values. This background motivated the researcher to provide practical solutions by focusing on the development of relevant educational products. Therefore, the primary research question posed is how effective picture storybooks can be developed to instill anti-corruption values in early childhood. In line with this question, the main objective of this study was to produce three validated and suitable picture storybooks as tools for teachers and parents to instill anti-corruption values in early childhood.

Literature Review

It is important to understand the theoretical context underlying the development of the illustrated storybook model to instill anti-corruption values in early childhood. This article will discuss various interconnected concepts, ranging from character education, which is a crucial foundation in shaping children's attitudes and behaviors, to anti-corruption education, which aims to build moral awareness from an early age. Additionally, it is essential to understand early childhood development, which influences how children receive and absorb information, as well as the role of illustrated storybooks as an effective medium for conveying these values. Each of these topics will be discussed to provide a deeper understanding of the efforts to integrate anti-corruption values into early childhood education through engaging and educational media.

Character education

Theoretically, character education aims to form ethical behavior and positive values in individuals. According to Carr (2005), moral education should encourage reflection on values, personal commitment to ethics, and moral decision-making. It emphasizes the importance of students recognizing moral dilemmas and making decisions based on ethical principles. This theory emphasizes that character education should not only teach good behavior but also encourage students to reflect on their actions and their impact on others.

This theory is further supported by research findings from Lickona (1991), which demonstrated that a character education approach that integrated value discussions, community involvement, and positive habits could increase empathy, responsibility, and discipline that focuses on moral reflection and ethical decision-making in students. Furthermore, Junaidi (2017) and Junaidi et al. (2024), stated that character education was closely related to moral education, which focused on the continuous development and training of individual abilities to improve themselves and achieve a better life. Therefore, if they were integrated from an early age, it could shape individuals with integrity who contribute positively to society.

Anti-corruption education

Anti-corruption education is theoretically based on Lawrence's theory of moral development, which states that individuals progress through stages of moral reasoning and will ultimately reject unethical behavior, including corruption (Kohlberg & Lawrence, 1981). As cited in Choiriyah et al. (2017), Bandura's social learning theory emphasizes that behavior can be learned through observation and social interaction. Anti-corruption education can utilize examples of ethical behavior in society to teach students how to assess and avoid corruption. Furthermore, Skinner's Behaviorism theory suggests that the formation of ethical habits can be achieved through reinforcement, both positive and negative. For example, rewarding honest behavior or punishing corrupt behavior will strengthen the tendency for ethical behavior (Skinner, 1974).

Research that is relevant to existing theories, proven by Feldman (2017), found that behavioral reinforcement-based approaches such as rewarding honest behavior and punishing corrupt acts were effective in forming ethical habits. Besides that, Anienda and Permatasari (2020) found that anti-corruption education provided from an early age can increase awareness of the dangers of corruption and encourage behavior with integrity, especially the values of honesty and responsibility.

More broadly, anti-corruption values are also part of the formation of social ethics. Individuals are taught to respect the law, justice, and maintain public trust. These values need to be implemented not only at the individual level but also embedded in organizations and institutions. Global efforts to eradicate corruption emphasize the importance of early integrity education as a long-term prevention strategy. Therefore, anti-corruption values education plays a crucial role as a foundation for building a just, transparent, and sustainable society.

Early childhood development

Theoretically, early childhood (0–6 years) is a crucial period in human development, marked by rapid growth in cognitive, motor, social and emotional aspects. (Hurlock, 1978), This phase is called the golden age because children are highly sensitive to stimulation from their environment. Children

at this age are highly responsive to visual and social stimuli. Therefore, a concrete, visual, and contextual learning approach is crucial.

The theory is strengthened by various research results, including Cheung et al. (2020), Davis et al. (2011) and Kuzik et al. (2020), Early childhood is a crucial phase in human development that lasts from birth to approximately six years of age. During this stage, cognitive, motor, social, and emotional development progress rapidly and are interconnected. Then, Bennet et al. (2025) and Mualem et al. (2024) Studies show that appropriate stimulation and a supportive environment can help children develop optimal thinking, speaking, and motor skills. For example, structured play activities and positive social interactions help children learn to recognize emotions, develop language skills, and better understand the world around them. Furthermore, the role of the family is crucial, as the quality of relationships and stimulation at home directly influences a child's readiness for formal education.

Not only that, research by González and Espinosa (2024) This shows that moral and character development is also important to be stimulated from an early age through everyday experiences and interactions. Effective moral education at this stage is often delivered through stories, games, and concrete examples from the surrounding environment that teach values such as honesty, empathy, and responsibility. Active learning models that involve the social environment have been proven to shape children's character more strongly and sustainably. With this strong foundation, children can grow into individuals who are not only cognitively intelligent but also possess a strong moral awareness, which is essential for their social development and future lives. A holistic approach that integrates cognitive, emotional, and moral aspects in early childhood education is key to successfully forming a healthy generation with good character.

Illustrated story book media

Learning media plays a crucial role in supporting the success of the educational process in early childhood. Children aged 0–6 are at a unique developmental stage where they learn most effectively through concrete experiences that engage their senses. As Sadiman (2006) mentions that good learning media must be able to stimulate children's cognitive, social, emotional, and motor development through visual, audio, or a combination of both. The characteristics of children who still think concretely and have short attention spans are important considerations in selecting the right media. Research conducted by Muti (2021), showed that visual and sensory media are easier for young children to understand because they are appropriate to their developmental stage. Besides that, Masykuroh and Wahyuni (2024) emphasized that the success of character education is greatly influenced by teaching strategies supported by appropriate and interesting learning media because learning media for early childhood are all tools or means used to convey messages, information, or values to children aged 0-6 years in an interesting way that is appropriate to their developmental stage.

One type of media that is well-suited to the characteristics of early childhood is the picture storybook. This type of media falls into the visual media category, combining text and illustrations to effectively convey moral messages and information. Engaging images and simple narratives make it easier for children to understand the story and stimulate their interest in learning.

A number of studies have shown the benefits of picture books in child development. (Gönen et al., 2009) found that the use of a combination of words and pictures in storybooks helps strengthen conceptual understanding and increases children's interest in reading. Masruroh & Ramiati (2022) states that engaging illustrations can strengthen the delivery of values such as honesty and empathy. Meanwhile, Frosch et al. (2001) emphasizes that picture books can create a social context that supports

the development of children's literacy and emotional skills. Then, the last one [Martucci \(2016\)](#) also concluded that characters and events in picture stories that reflect children's real lives can shape behavior through identification and habituation of values. In the context of this research, picture storybooks are used as a learning medium to instill anti-corruption values such as honesty, responsibility, and caring in young children. This medium is considered effective because it conveys moral values simply and meaningfully, while also providing a fun and developmentally appropriate learning experience. However, the media selection must be tailored to the child's age ([Diefenbach et al., 2013](#)).

Methodology

Research design and approach of the study

This study used a development research approach. Research and Development (R&D) is a procedure and series of stages aimed at creating new products or developing and improving existing products, while also testing their feasibility to ensure the products can be accounted for ([Gall & Borg, 2021](#)). The researchers applied the ADDIE model to design and develop the illustrated storybook ([Dick et al., 2005](#)). ADDIE model is a widely used framework for designing education and learning resources. This model is popular because it offers a systematic approach and clearly structured steps ([Branch & Varank, 2009](#)). The ADDIE model consists of five main stages (Figure 1):

Figure 1. *Flowchart of the ADDIE development model stages*



1. **Analysis**

The initial stage in the ADDIE model is analysis. In this stage, the researcher analyzes the reasons for the need to develop the product and the learning objectives to be achieved, ensuring that what is developed is relevant and effective ([Strickland et al., 2013](#)).

2. **Design**

After obtaining the needs analysis, the next step is designing the product to be created. This stage focuses on systematically designing and organizing the media based on the analysis results, aiming to produce a valid and effective design ([Patel et al., 2018](#)).

3. **Development**

The development stage is the instructional design process and an important phase that includes creating and refining learning media or products based on the initial design. It is further developed based on feedback, involving prototype creation, trials, and revisions to produce effective media that meet the learning objectives ([Joshua Chukwuemeka et al., 2020](#)).

4. Implementation

The implementation stage in the ADDIE model is the phase where the developed learning product is applied in a real learning context, with the main goal of ensuring that all media components are ready to be used and function according to their purpose (Spatioti et al., 2022).

5. Evaluation

The final stage of the ADDIE model is evaluation. This stage aims to deeply evaluate which aspects have been achieved and which have not. The evaluation results are used to improve and refine the learning program to enhance the overall quality and effectiveness of the teaching and learning process (Hamdan et al., 2023).

Research site and participants

This research was conducted at an early childhood education institution in South Jakarta with participants consisting of the principal, two kindergarten teachers, and a group of children aged 4–6 years old. The principal and teachers were purposively selected based on their authority, professional expertise, and direct involvement in early childhood learning, making them relevant evaluators of the feasibility, content, and practicality of the illustrated story book. The children, as the main target users, were chosen through convenience sampling from active students with parental consent, and the criteria included being within the typical early childhood age group and enrolled in the institution. The selection of these participants was justified because the adults provided expert assessments from an educational perspective, while the children offered direct responses as end users, thereby ensuring that the illustrated story book could be evaluated comprehensively in terms of both pedagogical relevance and developmental appropriateness for introducing anti-corruption values.

Data collection and analysis

Quantitative data were collected at the expert validation stage. At this stage, product validation was carried out with the assistance of expert validators, consisting of a content expert, a language expert, and a media expert. The validators included academics, language specialists, media experts, and early childhood education practitioners. Each validator was provided with an evaluation instrument tailored to their area of expertise (Table 1 – Table 3):

Table 1. *Content validation instrument*

Dimension	Indicator	Statement Item
Relevance to the Material (Anti-Corruption Values)	Honest	1. The picture storybook introduces honest behavior in everyday situations
		2. The picture storybook teaches children to behave honestly
	Responsible	3. The picture storybook introduces caring behavior in everyday situations
		4. The picture storybook teaches children to behave with care
	Caring	5. The picture storybook introduces responsible behavior in everyday situations
		6. The picture storybook teaches children to behave responsibly.
Alignment with Objectives		7. The material is able to instill anti-corruption values effectively for children aged 4-6 years

Alignment with objectives anti-corruption values	8. The material can influence the formation of behavior in children aged 4-6 years
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Table 2. *Media validation instrument*

Dimension	Indicator	Statement Item
Media Design	Understanding the three anti-corruption values	1. The media contains 3 anti-corruption values (honest, caring, responsible) 2. The media includes content that helps children understand the actions of the 3 anti-corruption values (honest, caring, responsible) 3. The media includes content that helps teachers/adults in delivering the material
	Media alignment	4. The media provides an engaging story 5. The media can be easily understood 6. The illustrations in the media facilitate understanding 7. The media is created according to the developmental level of early childhood 8. The colors in the media can attract the child's attention
	Use of media	9. The materials used are appropriate for the developmental level of early childhood 10. The materials used include child-friendly components 11. The media can be used individually, in groups, and in a classroom setting

Table 3. *Language validation instrument*

Dimension	Indicator	Statement item
Alignment with language rules	Language presentation	1. The sentence structure is easy to understand 2. The alignment of the material with the presented illustrations 3. The information presented is in accordance with the spelling 4. The text presented is clear, concise, and to the point 5. The clarity of the information conveyed
	Language layout	6. The font style is easy to read and not overly varied 7. The text on one page is not too much 8. Sentences that are easy for young children to understand

Data were analyzed using descriptive percentage techniques with the following formula:

$$P = \frac{f}{n} \times 100\%$$

Description:

P : Percentage

f: Frequency being measured

n : Number of class

The data obtained were analyzed using the Likert scale calculation with the following scoring criteria (Table 4).

Table 4. *Instrument evaluation criteria*

Answer	Score for questions
Very Poor	1
Poor	2
Fair	3
Good	4
Very Good	5

The next step after obtaining the product score data was for the researcher to set the percentage range of the feasibility of the media being developed by referring to the following criteria (Table 5):

Table 5. *Instrument percentage criteria*

Range Percentage	Criteria
0% - 20%	Very Poor
20% - 40%	Poor
40% - 60%	Fair
60% - 80%	Good
80% - 100%	Very Good

Results

The illustrated storybooks titled *Gelang Kuning yang Cantik*, *Mengapa Dani Bersedih*, and *Bermain Lego* are products developed in this study. These books were served as educational tools for teachers and parents in instilling anti-corruption character values. This media were implemented at TK Birrul Amin, South Jakarta. Before being applied, the books were validated by Language Experts, Media Experts, and Early Childhood Education (PAUD) Experts to determine whether the media was suitable for use. These three illustrated storybooks conveyed messages of honesty, care, and responsibility. The illustrated storybooks were developed to help teachers and parents convey anti-corruption values to children. The development followed the ADDIE model, consisting of five stages.

Analysis stage

The researchers conducted interviews with teachers and principals of PAUDs in South Jakarta and analyzed books published by the Corruption Eradication Commission (KPK). The interviews revealed that teachers and principals were not familiar with the nine anti-corruption values, and existing learning media did not focus on anti-corruption education. Commonly encountered issues included honesty, care, responsibility, and independence values. The typical approach was through advice and habituation. Teachers also stated that storybooks are an effective media for conveying anti-corruption values.

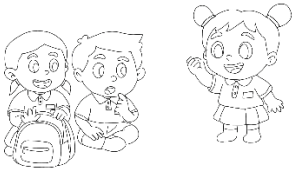
"We often teach children about honesty, but we didn't know that it is part of anti-corruption values." (Teacher 1)
 "Our learning media is still general; there are no specific storybooks that discuss anti-corruption." (Principal)
 "The children are very enthusiastic when listening to stories, so illustrated storybooks can be very effective for delivering these values." (Teacher 2)

Based on these data, the researchers chose to develop three illustrated storybooks focusing on these three anti-corruption values.

Design stage

At this stage, the researchers designed the entire books based on the analysis results. Each book was sized 21 cm x 24 cm, using *Assistant* font size 24 for the text and *More Sugar* font for the title. The book design followed children's storybook writing guidelines emphasizing about 90% of pages with pictures, using soft colors and a minimum 24 pt sans-serif font (Trimansyah, 2020). The three developed books focused on different values: honesty, care, and responsibility, with stories and characters tailored to each value.

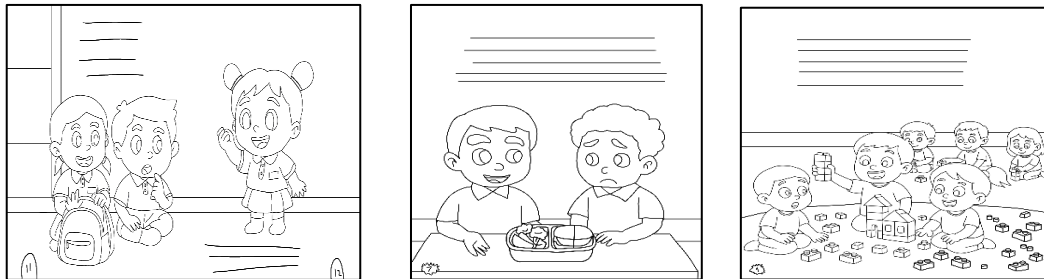
Table 6. *Book design*

Book title /value	Plot	Sketch
Gelang kuning yang cantik (honesty)	A story about mila who lost her bracelet and it was found by rina.	
Mengapa dani bersedih? (care)	A story about dani who didn't bring lunch, and fatih shares his lunch to eat together.	
Bermain Lego (Responsible)	A story about children playing with Lego and having to take responsibility for cleaning it up.	

Development stage

Researchers created illustrations based on storyboards using the Ibis Paint app for sketching and coloring, and Canva to arrange the book elements (images, text, and pages). After coloring and finishing, the books were printed, considering size and paper type for safety and quality.

Figure 2. *Sketches of book 1, 2, and 3*



After completing the initial sketch, the next step was to choose the colour palette to be used on the sketch. Then, the process continued with colouring and the finishing stage, which included adding text and pages (Figure 3 and Figure 4):

Figure 3. *Illustration that has undergone the colouring process*



Figure 4. *Illustrations of Book Covers 1, 2, and 3*



After the illustration process was completed, the next stage was book printing. At this stage, the researcher needed to pay attention to two important aspects: the book size and the type of paper used. This was done to ensure the safety and quality of the book when it was used later. After printing, the finishing process was carried out along with quality and safety checks. Once the development of the illustrated storybook was complete, the book was then validated by content experts, language experts, and media experts. The validation results obtained were as follows (Table 7):

Table 7. *Validation test percentage results*

Statement Items	Validator	Score Result	Percentage	Description
1-8	Content Expert	39/40	97,5%	Very Good
1-8	Language Expert	33/40	82,5%	Very Good
1-11	Media Expert	52/55	94,55%	Very Good

The books were validated by content experts, language experts, and media experts, achieving excellent results (validation scores ranged from 82.5% to 97.5%).

Implementation stage

The books were tested on children in Groups A and B at KB-TK Islam Birrul Amin, South Jakarta. Teachers read the books aloud and invited children for brief discussions and story recall. Teachers also completed assessment questionnaires based on their observations during the activity. The assessment results showed the books' feasibility was very good, with scores between 80% and 97.5%.

Figure 5. *Trial of groups a and b*



After implementing the activity by reading the book to the children in the group, the teacher provided an assessment by filling out a questionnaire containing 8 statements with a 1-5 rating scale. The questionnaire was completed based on the teacher's observations of the children while using the storybook. The assessment results after the trial are as follows (Table 8):

Table 8. *Trial results at the early childhood education institution*

No	Respondents	Percentage	Description
1	Principal	85%	Very Good
2	Teacher of Group A	97,5%	Very Good
3	Teacher of Group B	97,5%	Very Good

Evaluation stage

Evaluation was conducted to determine the books' feasibility after validation and trials. Experts provided important feedback, such as revising sentences to be easier for children to understand (language experts), adding word explanations to clarify context (content experts), and attention to child-friendly printing aspects (media experts). Teachers who tested the books also rated the media as very practical and engaging for children, thanks to three-dimensional choir illustrations and interactive questions that enhanced children's involvement during learning.

Discussion

This research aimed to develop a picture storybook as a learning medium to instill anti-corruption character values in early childhood. Based on validation by experts and limited implementation at one early childhood education institution in South Jakarta, the developed storybook has proven to be suitable and effective to be used in anti-corruption character education. The three main values conveyed in this book were honesty, responsibility, and caring. Initial findings indicated that early childhood education (PAUD) teachers did not fully understand the nine anti-corruption values recommended by the Corruption Eradication Commission (KPK). The values most frequently mentioned were honesty, responsibility, discipline, courage, and justice. This fact indicated a persistent gap in knowledge and implementation of anti-corruption values in early childhood education, as also found by (Anienda and Permatasari, 2020). Anti-corruption education needed to be instilled from an early age to raise awareness of the dangers of corruption. This situation emphasized the importance of educational programs that explained and addressed various corrupt behaviors in society by instilling an anti-corruption spirit as early as possible. Expert validation showed high scores: 97.5% content validation, 82.5% language validation, and 94.55% media validation. Trials with teachers and principals showed a positive acceptance rate, ranging from 80% to 97.5%. This confirms that the book is not only suitable for use but also engaging and understandable for children. Teacher responses also indicate that this medium can facilitate children's understanding of moral values in a fun and age-appropriate way. This finding is in line with research (Aram & Aviram, 2009), which showed that picture story books were able to increase children's involvement and emphasizes the effectiveness of picture story books as an interactive and interesting learning medium for young children. Research on the use of picture story books was also in accordance with the principles of (Sadiman, 2006), which emphasized that good learning media could stimulate children's cognitive, social, emotional, and motor development through simple visual and narrative elements. Therefore, the media developed in this study is considered appropriate for use in early childhood education settings.

However, there are several limitations. First, the book only addressed three of the nine anti-corruption values. Second, the pilot study was conducted in only one early childhood education

institution with a limited number of respondents, so the results cannot be generalized. Third, the book did not address direct experience or contextual learning, which could strengthen children's understanding of the still-abstract concept of corruption. Furthermore, teachers' limited understanding of anti-corruption education also presents a challenge. Therefore, media development must be accompanied by teacher training to enable them to implement anti-corruption values using an approach appropriate to the characteristics of early childhood. The storybook media developed here represents an important initial step and has the potential for further development, both in terms of the number of values addressed and the variety of learning contexts.

Conclusion and Recommendations/Implication

This research successfully developed three illustrated storybooks as educational tools that have proven effective in instilling anti-corruption values in early childhood education institutions (PAUD). Based on the initial analysis stage, it was revealed that teachers' understanding of anti-corruption values was still limited and there were no learning media specifically designed for this purpose in the PAUD institutions where the research was conducted. This limitation, coupled with the problem of anti-corruption values such as honesty, caring, and responsibility in children, prompted the development of three storybooks entitled "*Gelang Kuning Yang Cantik*", "*Mengapa Dani Bersedih?*", and "*Bermain Lego*" which focus on these three values.

The results of the study showed excellent product feasibility, evidenced by high validation scores from experts, namely 97.5% for content aspects, 82.5% for language, and 94.55% for media. Furthermore, at the implementation stage at KB-TK Islam Birrul Amin, this media received a very positive response from the principal and teachers, with trial assessment scores reaching between 85% and 97.5%. This positive feedback confirms that the developed picture storybook is not only theoretically feasible, but also practical, interesting, and effective in conveying moral messages to children according to their developmental stage.

Thus, these findings confirm that the use of media designed to suit children's characteristics, such as picture storybooks, is a relevant solution to address the gap in anti-corruption character education at the early childhood education level. Overall, this product serves as a crucial preventive tool for shaping anti-corruption character from an early age. This media can also serve as a foundation for further development that includes other anti-corruption values in order to achieve a broader and more sustainable impact. Thus, these findings confirm that the use of media designed to suit children's characteristics, such as picture storybooks, is a relevant solution to address the gap in anti-corruption character education at the early childhood education level. Overall, this product serves as a crucial preventive tool for shaping anti-corruption character from an early age. This media can also serve as a foundation for further development that includes other anti-corruption values in order to achieve a broader and more sustainable impact.

Disclosure statement

No potential conflicts of interest were reported by the authors

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