

Bridging Literacy and Character: A Deep Learning Approach to Decodable Books Based on Human Security for Strengthening the Values of Pancasila in Elementary Schools

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²Bridging Literacy and Character: A Deep Learning Approach to Decodable Books Based on Human Security for Strengthening the Values of Pancasila in Elementary Schools

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ABSTRACT

²**Objective:** This study aims to provide a comprehensive overview of the development of decodable books based on human security and deep learning as an effort to strengthen the characters of the Pancasila Student Profile in first-grade elementary students. **Method:** The method employed was Research and Development (R&D) using the ADDIE model, which includes five phases: Analysis, Design, Development, Implementation, and Evaluation. The participants were six teachers and 180 first-grade students from six elementary schools in Bekasi, selected based on their education report cards indicating low literacy levels. **Results:** The study successfully developed six decodable book prototypes that integrated human security themes and the core values of the Pancasila Student Profile. The prototype was rated highly feasible by expert validators with an average score of 88% and was proven to significantly improve early literacy skills based on statistical testing, leading to the rejection of H_0 and the acceptance of H_1 . **Novelty:** The novelty of this study lies in embedding national character education within decodable texts – unlike previous studies focused solely on phonics – thus positioning the books as both effective literacy tools and impactful media for character education in early grade classrooms.

INTRODUCTION

²In 2023, Programme for International Student Assessment (PISA) released research results showing that Indonesia's literacy culture was ranked 69th out of 81st countries, with a score decreasing from 397 in 2018 to 347 in 2023 (Furnham & Cheng, 2024; OECD, 2023; Ramazan et al., 2023; Vasalampi et al., 2023). Similarly, the World's Most Literate Nations ranked Indonesia's literacy culture 60th out of 61 countries. In addition, the 2022 Education Report revealed that only one in two elementary school students possess minimum literacy skills, with a percentage of 61.53% (Kemendikbudristek, 2023). The lack of literacy skills among elementary school students can be attributed to the learning process not fully utilizing multimodal reading materials, which are crucial for developing students' thinking skills (Aryanto et al., 2023a; Demirtaş, 2024). These findings consistently indicate that Indonesia faces a critical challenge in fostering a strong literacy culture, particularly at the elementary level. The decline in PISA scores, the low ranking in global literacy indexes, and the insufficient mastery of minimum literacy skills as revealed in the Education Report together point to systemic issues that extend beyond individual student outcomes. The limited integration of multimodal reading materials further emphasizes the urgent need for innovative interventions that not only strengthen basic reading skills but also promote higher-order thinking. Strengthening early literacy through evidence-based approaches, therefore, becomes an essential strategy to reverse this downward trend and ensure sustainable improvements in students' literacy competencies. Therefore, strong government policies are needed to comprehensively

address literacy challenges, ranging from curriculum design to classroom implementation.

The government continues to seek solutions to improve literacy skills among the Indonesian population. This commitment is explicitly stated in Presidential Regulation No. 111 of 2022, which is part of the Sustainable Development Goals for 2024, specifically point 6.1: improving the quality of teaching through curriculum implementation by focusing on reinforcing literacy skills at all levels, especially in elementary schools (Perpres RI, 2022). This regulation illustrates the government's acknowledgment of literacy as a foundational competence that underpins lifelong learning and national competitiveness. However, the persistent decline in international literacy rankings and the insufficient mastery of basic literacy skills among elementary students highlight a gap between policy aspirations and classroom realities. Therefore, innovative approaches such as the integration of decodable books and technology-enhanced learning are essential to align national policy commitments with tangible improvements in student outcomes. To bridge this gap, a clear understanding of early literacy must serve as the foundation before designing practical solutions in schools.

Early literacy is defined as the foundational skills necessary for reading and writing, focusing on six areas that students must master: speaking skills, print awareness, background knowledge, letter knowledge, vocabulary, and phonological awareness (Barratt-Pugh et al., 2024; Rodriguez, 2024; Tredoux et al., 2024; Kargiotidis & Manolitsis, 2024). Early childhood represents a crucial stage in a child's life, characterized by rapid brain development and significant cognitive growth (Cekaite & Simonsson, 2023; Elson et al., 2024; Francotte et al., 2023; Krima & Kurniawati, 2020). A key part of core components a fundamental aspect of early literacy activities is the availability of appropriately tailored storybooks (Aryanto et al., 2023). Decodable books are considered suitable for early literacy learning (Elson et al., 2024; Baki, 2025; Günaydin & Başaran, 2022; Pala, 2024). However, many teachers are still unfamiliar with the concept of these books, leading to their limited use in schools. In other words, decodable books can serve as a crucial bridge between strengthening early literacy and implementing practical solutions at the elementary school level.

Decodable books are designed to stimulate children to construct literacy knowledge. The characteristics of the text or images in this type of book are easier to understand and are tailored to the abilities of early readers. The stories involved should aim to internalize values and support character building (Aquatika et al., 2022; Elson et al., 2024). These characteristics align closely with the six core values of the Pancasila Student Profile, which serves as a key focus belonging to the Indonesian government. These values include (a) faith and virtuous character, (b) worldwide diversity, (c) collaboration, (d) independence, (e) analytical thinking, as well as (f) creativity. These six attributes are formally established in regulation No. 22 of 2020 by the Ministry of Education and Culture, which details the Ministry of Education, Culture's Strategic Plan, Research, and Technology covering the period 2020–2024. (Irawati et al., 2022; Lubaba & Alfiansyah, 2022).

Pancasila Student Profile regarded as a strategic response to addressing the diverse impacts of global changes in the digital era, emphasizing the need for enhanced security, particularly in accessing information across various media platforms. (Irawati et al., 2022; Lubaba & Alfiansyah, 2022; Rizal et al., 2022; Setiyaningsih & Wiryanto, 2022). Thus, the Pancasila Student Profile inherently connected to concept of human security, that focuses on safeguarding from multiple potential Risks (Damayanti & Al Ghozali, 2023). It is also

a key identity of Universitas Bhayangkara Jakarta, which upholds security values.

Human security represents a fundamental redefinition of security, with a primary emphasis on safeguarding individuals. (Maksum, 2021; Kishida, 2023; Pachankis, 2023). United Nations Development Programme (UNDP) identifies seven components of human security that can be used as a foundation for developing decodable books in elementary schools: economic security, food security, health security, environmental security, personal security, community security, and political security (Farhana et al., 2021a; Farhana et al., 2021b). These components are crucial in the development process of decodable books and are simplified to be more accessible to elementary school students.

There is limited research on the concept of decodable books and human security. However, research on embedding characteristics Pancasila Student Profile into teaching materials has undergone conducted. These studies include: (1) Puspita et al. (2022) which focused on the development of electronic enrichment books incorporating the collaborative effort aspect of the Pancasila Student Profile at the primary school level; and (2) Zakiah et al. (2022) which investigated the creation of Indonesian language textbooks through electronic comic media to promote analytical reasoning abilities; (3) Puspita et al. (2022) research on the development of interactive pop-up book format integrating indigenous knowledge to strengthen the trait of collaborative teamwork; (4) research on the development of character-based picture storybooks for reading learning for fourth-grade primary school students (Purwani, 2020); (5) Research on development of picture storybooks utilizing Augmented Reality to cater to the needs of Generation Z (Lubis & Dasopang, 2020); and (6) Research on the development of digital picture storybooks aimed at enhancing elementary school students' sense of responsibility. (Sari & Wardani, 2021). Building upon the analysis of prior studies, this research was designed as an extension of similar investigations, introducing a novel approach by developing decodable books grounded in human security principles reinforce characteristics Pancasila Student Profile within early readers inside elementary schools.

Furthermore, this study integrates the principles of deep learning as an essential implication in the development of decodable books. Deep learning in education emphasizes meaningful understanding, the ability to connect prior knowledge with new concepts, and the cultivation of critical and reflective thinking. Applying these principles ensures that the decodable books do not merely serve as tools for decoding text, but also as instruments for fostering deeper comprehension, long-term retention, and transferable literacy skills. In the context of early literacy, such an approach encourages students to move beyond surface-level reading toward building stronger conceptual frameworks, while simultaneously strengthening the values of the Pancasila Student Profile through experiential and reflective engagement with the text.

State of the art and research novelty

Based on a review of several studies, it is evident that the primary issue in literacy learning at the elementary school level is the lack of reading materials that align with the notion of book gradation (Aryanto et al., 2023c). Literacy programs often emphasize the establishment of literacy corners without considering the availability of books that are appropriate for children (Zakiah et al., 2022). Previous research indicate that 90% of teachers predominantly use textbooks, with minimal use of non-textbooks (Elson et al., 2024). However, the utilization of non-textbooks can enhance children's early literacy

development and enhancement of their reading comprehension skills (Aryanto et al., 2023c; Elson et al., 2024).

Conceptually, basic literacy skills in early literacy learning encompass six areas: speaking skills, print awareness, background knowledge, letter knowledge, vocabulary, and phonological awareness (Lubis & Dasopang, 2020; Purwani, 2020). Decodable books are believed to effectively address these six basic literacy skills in early literacy learning.

There has been limited explicit research related to decodable books, primarily because the concept is a new nomenclature introduced by the Indonesian Government through the framework for Curriculum Standards and Learning Evaluation Authority Regulation No. 30/P/2022 on directive Book Evaluation (Sari & Wardani, 2021). However, the defining attributes of decodable books for the Early Reader Category (B1) have been conceptualized through previous research conducted by the Research Team (Aryanto et al., 2023).

In terms of content, decodable books are regarded as an appropriate medium for internalizing values and character building. Human security is considered a suitable foundation for developing decodable books and is thought to have an interrelation ³⁵the characters of the Pancasila Student Profile. The following represent some components of human security that can be considered essential elements during the process of developing decodable books in elementary schools (Farhana et al., 2021).



Figure 1. Human security components in elementary school

Some of the research connected ²to the internalization of Pancasila Student Profile characteristics within the development decodable books grounded in human security principles remains incomplete. Subsequent are some studies relevant to the context of this research, categorized into three aspects: Decodable Books (Baiti & Zulkarnaen, 2021; Kargiotidis & Manolitsis, 2024; Oncu & Unluer, 2015; Taufina & Zikri, 2020), Pancasila Student Profile (Alindra et al., 2024; Amanda & Julia, 2023; BSKAP, 2022; Lawson, 2024; Silviana et al., 2024; Sulistyowati & Rochmiyati, 2023), and Human Security (Fajarwati & Rochmiyati, 2024; Farhana et al., 2021a; Farhana et al., 2021b; Karima & Kurniawati, 2020; Khasna & Zulfahmi, 2024; Maksum, 2021).

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Figure 2. Previous research results.

Most of the studies had not explicitly addressed all aspects as a whole. Therefore, the present study became an extension of various comparable studies, with the innovation that no previous research has specifically examined the design and creation decodable books grounded in human security principles as an effort to strengthen the Pancasila Student Profile in elementary schools, aligned with the research roadmap as follows.

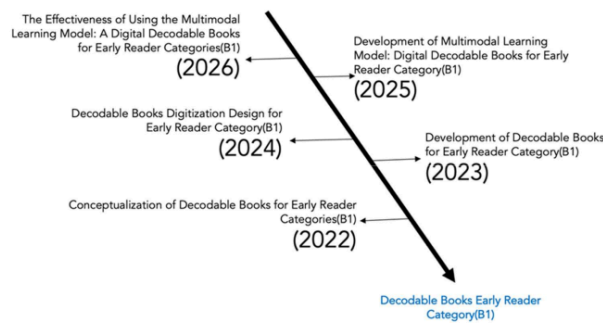


Figure 3. Research roadmap.

This research began with the concept of grading introduced in 2022. In 2023, the process continued with the development of decodable books for the Early Reader Category (B1), resulting in six decodable book prototypes that required further development. In 2024, the research was more focused on producing a digital design concept for decodable books grounded human security for early literacy learning in elementary schools.

⁵RESEARCH METHOD

This research employed the Research and Development (R&D) approach, specifically adopting the ADDIE model, which comprises the stages of Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The research period was a maximum of 12 months/1 year. This model is considered representative of the objectives of this study, namely to produce a decodable book that meets the identified needs through a systematic process of analysis and product effectiveness testing (Arifin ³⁷Nurdyansyah, 2018). Furthermore, the model is expected to enhance students' literacy, particularly among first-grade elementary school students, by strengthening the foundational skills of reading and writing.

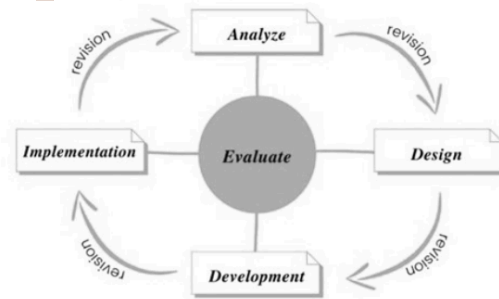


Figure 4. Research procedures.

The stages of this Research and Development included (1) The Analysis stage, which involved analyzing previous studies, analyzing materials in accordance with the curriculum, and conducting observations and practical application surveys to determine research requirements and create research instruments; (2) The Design stage, which included planning the book design, such as creating storyboards, sketches, and the final design; (3) The Development stage, which involved expert validator assessments; (4) The Implementation stage, which involved conducting limited and extensive trials of decodable book products with Pancasila Student Profile characters; and (5) The Evaluation stage, which involved assessing user responses to the book. The following is a specific description of the research procedures carried out.

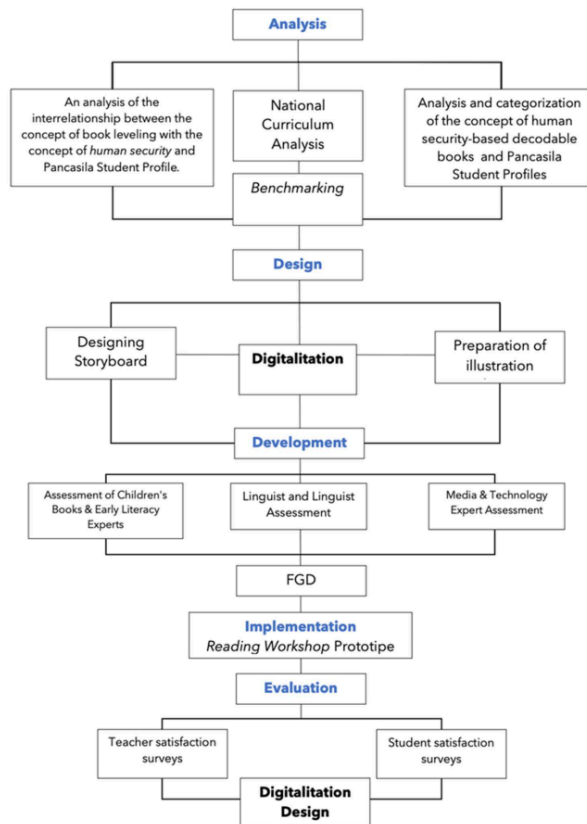


Figure 5. Research procedures.

This study involved 2 expert validators of children's books, 6 teachers, and 180 first-grade students who were purposively selected from SDN Harapan Baru III Bekasi, SDN Teluk Pucung III Bekasi, and SDN Teluk Pucung VI Bekasi. These schools were selected with the rationale that most students had low reading interest, as the schools lacked representative libraries and reading corners, and there were no decodable books available. In addition, the findings of the education report card suggested that students' literacy skills at these schools needed improvement. Demographically, the schools are located in urban areas of Bekasi and serve students from lower- to middle-income families, where access to diverse educational resources at home is often limited. This background makes the schools a relevant and representative setting for implementing and testing literacy-based innovations aimed at improving students' foundational

reading skills. This is also consistent with the findings of the Education Report, which highlights the need to strengthen literacy programs in these schools.

The data collection methods in this study included observation, interviews, questionnaires, and the Early Grade Reading Assessment (EGRA) test. EGRA serves as a standardized diagnostic tool to assess early grade students' foundational reading skills, identify specific literacy gaps, evaluate the effectiveness of instructional interventions, and provide empirical data to inform evidence-based educational policies and literacy development programs. EGRA is highly relevant for early literacy learning as it measures beginning reading abilities, particularly in the context of this study, where the developed prototype is a digitalized non-textbook designed for early readers.

Data analysis techniques were based on the results of processing book eligibility data from expert judgments and product users through validation sheets and questionnaires using the following value scale criteria.

Table 1. Value scale criteria.

Criteria Percentage (%)	Validation Level
81.26% - 100%	Highly feasible
62.51% - 81.25%	Feasible
43.76% - 62.5%	Unfeasible
25% - 43.75%	Highly unfeasible

Data analysis was then conducted to evaluate the outcomes of limited and extensive tests related to the effect of using decodable books containing the characters of Pancasila Student Profile on improving students' early literacy skills. This stage was done through an analysis of t-test results obtained from the Early Grade Reading Assessment (EGRA) test using two research designs as follow.

- (1) Limited test using the One Group Pretest-Posttest Design, conducted at SDN Harapan Baru III Bekasi.

Pretest	Treatment	Posttest
O	X	O

Figure 6. One group pretest-posttest design.

Description:

O: Financial literacy ability test

X: Learning treatment using decodable book prototypes

- (2) Extensive test using the Pretest-Posttest Control Group Design, conducted at SDN Teluk Pucung III and SDN Teluk Pucung VI Bekasi, with the process depicted as follows.

	Pretest	Treatment	Posttest
Control Class	O1	X1	O1
Experimental Class	O2	X2	O2

Figure 7. Pretest-posttest control group design.

Description:
 O1: Pretest-Posttest control class
 O2: Pretest-Posttest experimental class
 X1: Learning using conventional methods
 X2: Learning using decodable book prototypes

RESULTS AND DISCUSSION

This study results produce six easy-to-understand books, each representing a characteristic Pancasila Student Profile. The six books' characteristics are displayed in the table below.

Table 2. Book titles.

Characters	Book Titles
Faithful and noble character	New School (<i>Sekolah Baru</i>)
Global diversity	Rafka's Hero (<i>Pahlawan Rafka</i>)
Mutual cooperation	Lily Neglect (<i>Lili Lalai</i>)
Independence	Lina is an Independent Child (<i>Lina Anak Mandiri</i>)
Critical thinking	Torani
Creativity	Persistent Elephant (<i>Gajah Gigih</i>)

The process of developing decodable books was carried out as follows.

Analysis

The analysis stage was conducted to identify various factors that would serve as the basis for designing and developing decodable book products. This stage involved analyzing student needs related to understanding the Pancasila Student Profile according to survey results obtained through questionnaires, examinations accessibility decodable books and literacy culture in schools. Additionally, Qualitative interviews with classroom teachers, supported by curriculum analysis, were conducted to ensure that the decodable books developed would truly represent students categorized as Early Reader (B1).

The following are the results of the analysis regarding students' abilities to understand various key elements regarding Pancasila Student Profile.

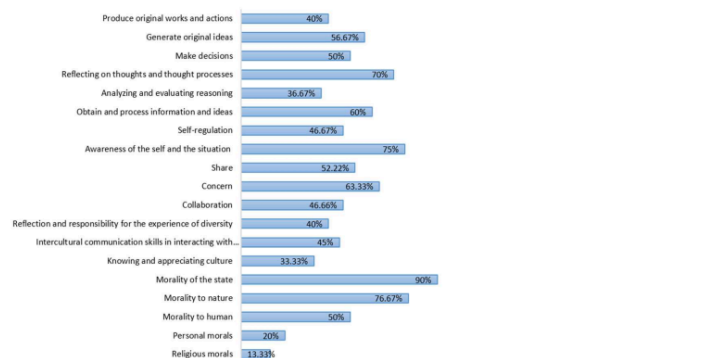


Figure 8. Results of the analysis stage.

Based on the survey results, several key elements were identified as priorities in the development of decodable books, as they have percentages of less than 50%.

Table 3. Key elements of the characters of Pancasila student profile.

No	Characters	Key Elements	Percentages
1	Faithful and Noble Character	Religious morals Personal morals	13.33% 20%
2	Global Diversity	Understanding and valuing culture Intercultural communication competencies in connecting with others. Reflection and responsibility for diversity experiences	33.33% 45% 40%
3	Mutual Cooperation	Collaboration	46.66%
4	Independence	Self-regulation	46.67%
5	Critical Thinking	Analyzing and evaluating reasoning	36.67%
6	Creativity	Producing original work and actions	40%

The key elements in Table 3 were prioritized in the process of developing decodable books. This prioritization was supported by teacher perception assessments based on student attitude evaluations during class.

At the analysis stage, it was also revealed that certain schools where this research was conducted did not yet possess well-equipped libraries. This situation carried implications for the limited accessibility of books that did not fully represent students' needs and interests in reading. Furthermore, most teachers indicated that they were unfamiliar with the concept of human security, suggesting that the availability of decodable books founded on human security, as an initiative reinforce the Pancasila Student Profile was still very limited.

According to the results of the Merdeka curriculum analyze pertaining to the development decodable books, relevant materials for this research were found in the Indonesian Language subject for Phase A (Grade I and Grade II of SD/MI/ "Paket A" Program). The following are the elements and learning outcomes of the Indonesian language subject for Phase A.

Table 4. Elements and Outcomes of Indonesian Language Learning in Phase A.

Element	Learning Outcomes
Reading and Viewing	Students can engage as readers and viewers who show interest in the texts they read or analyze. They can fluently read familiar words they encounter daily. Students can comprehend information from readings and impressions related to themselves, their environment, imaginative narratives, and children's poetry. They can also derive meaning of new vocabulary from the texts or impressions they encounter with the help of illustrations.

Considering the elements and learning outcomes of Phase A related to this R&D study, the focus aligned more with the element of Reading and Viewing. The materials could be adjusted to Indonesian language learning in the classroom.

Design

According to the results of the analysis that served as the foundation for developing decodable books with creative values, the process started with the design of storyboard, graphic organizer composed of sequence illustrations or images arranged in a structured manner for visualization, animation, or interactive media continuity. The storyboard includes three format types: cartoon, two-column, and landscape (Tafdila et al., 2022). In this study, the format used for the storyboard was the double column, which was created utilizing the Canva software.

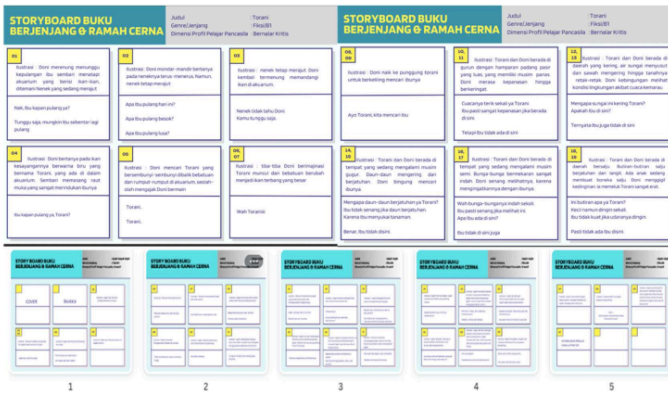


Figure 9. Storyboard.

After creating the storyboard, the next step was sketching the decodable books. The sketch was made using the PaintTool SAI software, which is useful for creating graphic designs. An illustrator assisted in the sketching process.

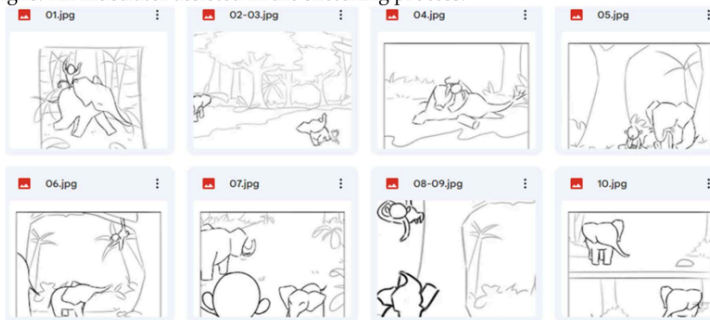


Figure 10. Sketch.

Once the sketch was completed, the subsequent step involved the process of coloring and finalizing the decodable book prototypes.

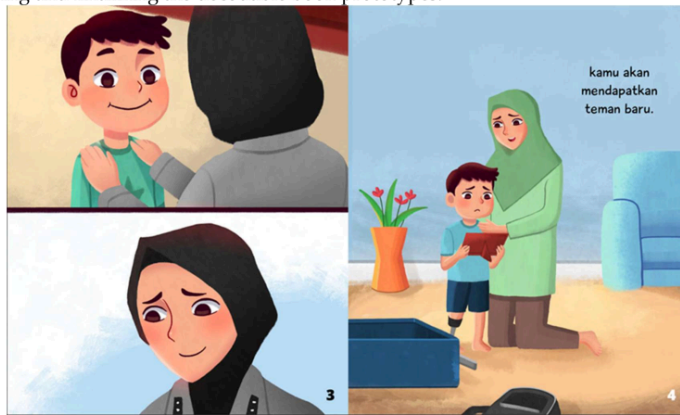

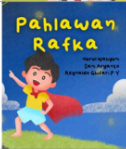






Figure 11. Design Process.

The following are some decodable books produced in this study that were ready to be validated in the Development stage.

Table 5. Decodable book prototypes.

Characters	Book Titles	Product Prototypes
Faithful and noble character	New School (<i>Sekolah Baru</i>)	
Global diversity	Rafka's Hero (<i>Pahlawan Rafka</i>)	
Mutual cooperation	Lily Neglect (<i>Lili Lalai</i>)	
Independence	Lina is an Independent Child (<i>Lina Anak Mandiri</i>)	

Characters	Book Titles	Product Prototypes
Critical thinking	Torani	
Creativity	Persistent Elephant (<i>Gajah Gijih</i>)	

Development

³⁹The expert validation assessment was conducted by two validators in accordance Regulation Lead of the Curriculum ²⁰Standards and Learning Assessment Agency as stipulated in Regulation No. 030/P/2022 issued by the Ministry of Education, Culture, Research, and Technology on Guidelines for Leveling Books for the Early Reader Category (B1). This includes material, form, type and size of books, vocabulary, linguistic structure, imagery, as well as length and format (BSKAP, 2022).

¹Table 6. Validity Test Results.

No	Assessment Aspects	Expert Validators	
		Validator 1	Validator 2
1	Material (Content)	94%	95%
2	Form, type and size of books	80%	90%
3	Vocabulary	92%	90%
4	Language structure	88%	95%
5	Images	90%	84%
6	Length and format	85%	75%
	Average Score	88.2%	88%

The recapitulated results assessments conducted by two experts validators can be described as follows: The content material of the decodable books falls under the fiction genre, with themes aligned with the Pancasila Student Profile. The stories are imaginative easily accessible students' reasoning, accordance with key elements Pancasila Student Profile and the components Human Security. These stories stimulate children's literacy understanding, internalization of values, and character formation. As a result, Validator 1 assigned a score of 94%. for the material (content), while Validator ¹ gave a score of 95%, categorizing the materials in the six developed books as highly feasible. The next aspect is the form, type, and size of the books. This includes several factors, such as the flip book design, categorization as picture books, and appropriate sizing for children. Validator 1 assessed this aspect with 80% score, while Validator 2 awarded 90% score. both categorizing it as highly feasible. In terms of vocabulary, The language used is clear and familiar to the reader. The selection of diction consists of commonly used words, including basic and derived forms, and each decodable book contains 25-40 vocabulary items frequently commonly utilized by children.

The aspect of language structure ensures that sentences in decodable books are composed easily decodable syllables, phonemes, and words. The developed books include variations including words, phrases, clauses, simple sentences, and compound sentences. Validator 1 assigned this aspect a score of 88% while Validator 2 assessed it at 95%, both categorizing it as highly feasible. In the image aspect, the decodable books use two-dimensional (2D) illustrations. The illustrations clarify the book's text content, are full-color, with images being more prominent than the text. The developed books do not include speech or thought balloons.

The concluding experts validation aspect evaluation relates to the decodable books length and format. On average, there are 7 words per sentence, with 5 sentences per page. With the book thickness ranging from pages 16 to 32. The font used Sans-serif size of no smaller than 20 pt ensuring adequate spacing. The text placement remains consistent across pages. The summary results indicate that Validator one assigned a 85% of score, while Validator two assigned score 75% both categorizing it as feasible. Based on the assessment of each aspect, the overall average score given by Validator 1 is 88.2%, while for Validator 2, it is 88%, indicating that the book is classified as highly suitable for use in the Early Reader Category (B1).

Implementation

The process of implementation conducted teachers was assesment using a prototype of a decodable book through the reading workshop method, which includes the following stages: (a) connecting, (b) teaching point, (c) teaching, (d) active engagement, and (e) linking (Dewayani et al., 2022). These stages were implemented to determine the effect of using decodable books containing Pancasila Student Profile characters on improving early literacy skills, as observed through early literacy test results.

The results from the reading workshop observation sheet are outlined as follows.

Table 7. Implementation Results.

Assessment Aspects	Total Score
Connecting (Connecting with what students already know)	3
Teaching Point (Strengthening learning objectives)	1
Teaching (Teaching/modeling strategies)	5
Active Engagement (Guiding students in learning)	2
Linking (Linking with material to be learned later)	3
Total Score	14
Percentage of Assessment Results	82%

The observation sheet for the workshop assessment results 82% the story's delivery conducted by teachers during read-aloud sessions were in accordance with the indicators. This signifies that the activities were well executed. Observations of teachers' implementation activities demonstrated that the developed decodable books effectively facilitated the internalization of Pancasila Student Profile characters.

Based on the results of the limited test conducted using the EGRA test on 60 students at SDN Harapan Baru III, Bekasi City, there was a significant effect of using

decodable book prototypes with Pancasila Student Profile characters on improving early literacy skills. This was demonstrated by a significance value (2-tailed) of 0.018 was obtained, being less than 0.05, this results in the rejection of H0 and the acceptance of H1.

Table 8. Limited Test Results.

		Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Early literacy skills	Equal variances assumed				Lower	Upper
	Equal variances not assumed	0.018	8.000	3.294	1.407	14.593

39
The independent sample t-test confirmed that both “equal variances assumed” and “equal variances not assumed” resulted in a sig value (2-tailed) of 0.018, indicating a significant effect of the developed decodable book prototypes on students' early literacy skills.

The following is the distribution of gain values from the limited test results obtained by students in the experimental and control group classes.

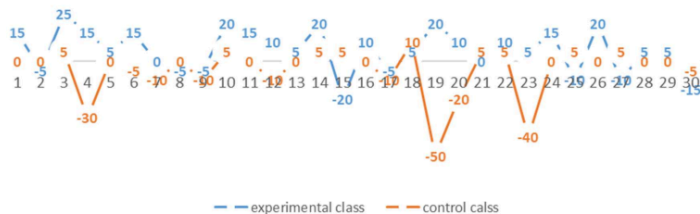


Figure 12. Scores of students at SDN Harapan Baru III, Bekasi City.

The early literacy skills of students in the experimental class showed consistent improvement, with a mean score of 5.83, which is significantly greater than the control class's mean score of -2.17. This result demonstrates that students in the experimental class displayed better early literacy skills compared to those in the control class.

Table 9. Mean Score of Limited Test Results.

		N	Mean	Std. Deviation	Std. Error Mean
Early skills	literacy				
	Experimental class	30	5.83	11.453	2.091
	Control class	30	-2.17	13.938	2.545

Based on the results of the extensive test conducted at SDN Teluk Pucung III and SDN Teluk Pucung VI, Bekasi City, involving 120 students, the distribution of student scores was consistently varied. The independent sample t-test results showed a sig value (2-tailed) of 0.000, being below 0.05, this results in the rejection of H_0 and the acceptance of H_1 .

Table 10. Extensive Test Results.

Score of early literacy skills	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
				Difference	
Equal variances assumed	0.000	9.750	2.291	5.214	14.286
Equal variances not assumed	0.000	9.750	2.291	5.214	14.286

The independent sample t-test conducted at both schools confirmed that both "equal variances assumed" and "equal variances not assumed" had a sig value (2-tailed) of 0.018, indicating a significant effect of the developed decodable book prototypes on students' early literacy skills.

The following is the distribution of gain values from the extensive test results in the experimental and control classes.

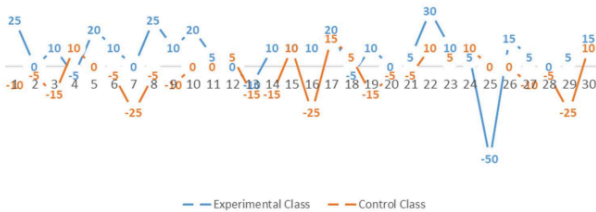


Figure 13. Scores of Students at SDN Teluk Pucung III, Bekasi City.

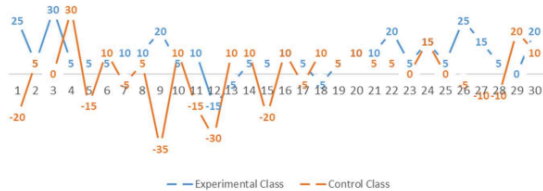


Figure 14. Scores of Students at SDN Teluk Pucung VI, Bekasi City.

When combined, scores from both schools yielded a mean score of 7.83 for experimental class, which exceeded the class control mean score -1.92.

Table 11. Mean Score of Extensive Test Results.

		29 N	Mean	Std. Deviation	Std. Error
Score of early literacy skills	Experimental class	60	7.83	12.121	1.565
	Control class	60	-1.92	12.957	1.673

In summary, according to the results of both limited and extensive tests, the decodable book prototypes had a notable impact on enhancing students' early literacy skills.

Evaluation

The evaluation stage was conducted to assess the quality of the developed products. Teachers and students, as end-users, provided feedback on the decodable book prototypes. The evaluation instrument used was a questionnaire covering various aspects, including book quality, visual appearance, story delivery, and overall benefits. The evaluation results served as valuable feedback for the researchers. Specifically, this stage involved distributing questionnaires to 180 first-grade students and 6 homeroom teachers. A summary of the evaluation results from both teachers and students is presented below.

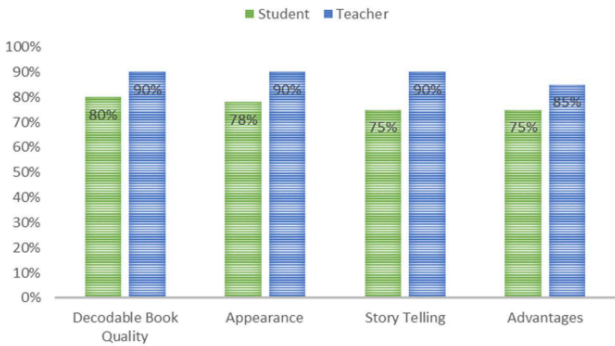


Figure 15. Recapitulation of Evaluation Assessment Results.

Student feedback indicated that the developed books were engaging and featured easy-to-understand stories. The illustrations were well-designed and visually appealing, while the texts were clear and legible. The consistency in font and text placement enabled students to easily follow the stories. The colors applied to both the texts and illustrations were vivid and distinguishable. Moreover, the illustrations were interesting and sharp, with full-color designs that successfully stimulated students' interest in reading. As a result, students gave a mean score of 77%, categorizing the book as *feasible*. These findings suggest that visual aspects and text readability play a crucial role in enhancing students'

motivation to read, consistent with previous studies emphasizing the significance of multimodal resources in early literacy development.

The teachers' assessment of the developed books was also positive. They noted that the stories and overall content were engaging and accessible for students to comprehend. The illustrations were colorful, consistent, sharp, and well-matched with the texts, making the books more appealing to students. The colors used in both texts and images were appropriate and clear, while the placement of text was consistent and easy to follow. In terms of material presentation, teachers highlighted that the stories successfully incorporated elements of critical thinking. The texts aligned well with the illustrations and employed language that was easily accessible to students. Consequently, teachers gave an average score of 88.75%, categorizing the books as *highly feasible*. This aligns with previous research emphasizing that decodable books are not only effective for strengthening basic literacy skills but also for fostering higher-order thinking abilities in early readers.

Overall, the evaluation results from both students and teachers indicate that the developed decodable books hold strong potential as effective interventions for early literacy learning. These findings further reinforce the importance of innovation in developing multimodal learning materials, which is particularly relevant to addressing literacy challenges in Indonesia. The implications extend beyond academic contributions to practical educational policy, particularly in providing learning resources that align with the values of the *Pancasila Student Profile* and the literacy needs of early-grade elementary students.

CONCLUSION

Fundamental Finding The research successfully developed six decodable books that represent the concept of human security and explicitly internalize the values of the *Pancasila Student Profile*. The books were categorized as highly feasible by expert validators, with an average score of 88% across content, design, language, and visual aspects. Statistically significant improvements in students' early literacy skills were demonstrated through limited and extensive testing, with p-values of 0.018 and 0.000 (< 0.05), indicating the effectiveness of the developed materials. **Implication** : The findings imply that decodable books incorporating the *Pancasila Student Profile* can serve as effective tools in improving early literacy among elementary students. Furthermore, they support the implementation of the human security concept in education and provide a concrete, practical approach to character education through literacy. **Limitation** : This study has several limitations that warrant attention. First, the number of participants was limited to six teachers and 180 students, which restricts the generalizability of the findings. Second, the difference in scores between students (77%) and teachers (88.75%) indicates a gap in perception; while teachers viewed the books as pedagogically strong, students found them less engaging. Moreover, the study only assessed initial user perceptions without examining the long-term impact on literacy skills. Therefore, future research should involve more diverse samples and employ more comprehensive methods to evaluate both the effectiveness and sustainability of decodable book implementation. **Future research**: Future research should digitize the books, expand trials across wider contexts, and develop similar decodable books for higher grade levels to enhance reach, engagement, and literacy-based character education.

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