

Digital Transformation Of Early Childhood Education: Development Of Digital Storybooks As Innovative Learning Materials For Teachers Of Himpaudi Kapanewon Kasihan, Bantul Regency, Yogyakarta

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Abstract– Innovation in early childhood education (PAUD) through the implementation of digital storybooks offers an engaging and effective learning approach. Digital storybooks combine text, images, sound, and interactivity, which can stimulate children's cognitive, social, and emotional engagement. This study aims to examine the role of digital storybooks as an innovation in PAUD learning and their effectiveness in enhancing children's learning interest. Digital storybooks have proven effective in improving children's understanding, memory, and social and language skills by providing an interactive learning experience. This research uses a qualitative approach with a literature study method to explore the concept of digital transformation in PAUD education and the development of digital storybooks. The results show that digital storybooks can support children's fundamental development and facilitate their thinking process and attention during learning. This study also provides practical guidelines for PAUD teachers to integrate digital storybooks into the curriculum, considering pedagogical principles and children's developmental stages.

Keywords: digital storybook; learning innovation effectiveness; early childhood education (PAUD); educational technology

I. INTRODUCTION

The transformation of education in the increasingly developed digital era has made the use of technology in education increasingly important. Early childhood education (PAUD) teachers are expected to be able to utilize technology to improve the quality of learning. One effective way is through the creation of digital storybooks that can be used as learning materials. The rapid development of digital technology has brought significant changes in various sectors, including the education sector (Timotheou et al., 2023) . Early Childhood Education

(PAUD), as the foundation for children's growth and development, is also encouraged to adapt to the digital era (Burhan Nudin et al., 2024) . Children who are now growing up amid technological advances have different learning characteristics from previous generations; they are more visual, interactive, and quick to adapt to digital media (Nicolaou, 2021) . This condition requires PAUD teachers to renew their learning approaches by aligning teaching methods and materials with the needs and interests of students in the digital era (Rahmi et al., 2024) .

Learning practices in many PAUD institutions are still dominated by conventional media that are less attractive and non-interactive (Watini et al., 2022). This gap has the potential to reduce children's involvement and enthusiasm in the learning process (Qayyum et al., 2024). On the other hand, early childhood teachers often lack access to and skills in developing digital media that are suitable for young children (Rahiem, 2021). This indicates the need for innovation in the form of teaching media that can bridge the gap between children's developmental needs and the educational use of technology (Alam & Mohanty, 2023).

Many teachers who are members of Himpaudi Kapanewon Kasihan, Bantul Regency, Yogyakarta, still face challenges in integrating technology into the learning process. The lack of knowledge and skills in creating digital storybooks is one of the main obstacles. Therefore, training and mentoring are needed to help PAUD teachers develop their abilities to create interesting and interactive learning materials.

One potential solution is the development of digital storybooks (Ng et al., 2022). This type of book not only displays illustrated stories, but can also be equipped with sound, animation, and other interactive elements that can stimulate children's interest in learning (Li et al., 2023). In addition, digital storybooks provide opportunities for teachers to be more creative and adaptive in delivering learning materials (Addone et al., 2021). The use of this media not only improves the quality of learning but also strengthens digital literacy in both children and teachers themselves (Afriliandhi et al., 2022).

The urgency of developing digital media in early childhood education is increasing in line with the global push for technology-based educational transformation (Jaya et al., 2024). Therefore, the development of digital storybooks is not only a response to the need for engaging and effective learning, but also a strategy to improve the professional capacity of early childhood educators in the digital age (Rahiem, 2021). This innovation is expected to support the achievement of holistic educational goals that are relevant to the times.

Based on this background, this study aims to examine the role of digital storybooks as an innovation in early childhood education (PAUD) at Himpaudi Kapanewon Kasihan, Bantul, and their effectiveness in increasing children's interest in learning. Digital storybooks, which combine elements of text, images, audio, and interactivity, are considered tools that can stimulate children's cognitive, social, and emotional engagement. In this context, this study identifies how digital media can support children's basic development, facilitate thinking processes, and increase children's attention during learning. This study also compiles practical guidelines for PAUD teachers in developing and integrating digital storybooks into the learning curriculum, taking into account children's developmental stages and relevant pedagogical principles.

II. LITERATURE REVIEW

○ Digital Transformation in Early Childhood Education

The development of digital transformation in early childhood education is a strategic step to provide a learning process that is relevant to the digital era. According to Wahyuni, Kurniawan, and Pratiwi (2022), the digitization of education enables the improvement of the quality of early childhood education through the use of technology that encourages creativity and more interesting interactions. However, the use of technology must be adapted to the characteristics of child development so as not to interfere with their growth and development (Komalasari & Saripudin, 2021). In this case, Yuliani and Susanti (2021) emphasize the importance of improving teachers' digital literacy competencies so that they are able to design and implement technology-based learning effectively, balanced, and in accordance with the pedagogical principles of early childhood.

○ Digital storybooks as a learning medium.

Digital storybooks are an innovative alternative learning medium because they can provide a more dynamic learning experience through a combination of text, images, animations, sounds, and interactive elements. Rachmadi, Lestari, and Wulandari (2021) explain that the use of digital books in early childhood learning can increase children's interest and strengthen their memory of the material presented because of their attractive and enjoyable appearance. Arsyad (2020) also emphasizes that digital learning media designed based on instructional design principles can increase cognitive and emotional engagement in learning. Specifically

in early childhood education settings, digital storybooks not only encourage early literacy development but also play a role in shaping children's language skills, social skills, and imagination (Nurlela, Aisyah, & Ramadhan, 2022).

○ **Innovation in Early Childhood Education**

Innovation in early childhood learning must be adapted to the developmental stage of children, who tend to be active, playful, and learn through imitation. According to Sujiono (2019), the ideal learning approach in early childhood education should be fun, holistic, and oriented towards concrete experiences that are relevant to children's daily lives. Therefore, learning media such as digital storybooks need to present educational content, easy-to-understand storylines, and visuals that can attract children's attention. Lestari and Hadi (2023) add that the use of technology in innovative forms can increase children's interest and participation, especially if it is designed contextually according to their learning environment. This is in line with the findings of Wijayanti, Sari, and Mulyani (2021), who state that a digital-based learning approach designed with children's needs in mind can make it easier for teachers to convey basic concepts effectively.

○ **The Role of Teachers in Digital Learning Transformation**

Teachers have a very important role in managing and directing the process of digital transformation in early childhood education. Without adequate digital skills, teachers will find it difficult to make the most of technology to support effective learning. Yuliani (2021) explains that technology-based professional development training is essential to equip early childhood teachers in designing and developing digital teaching media that suits children's needs. Furthermore, according to Kurniawan and Sulastris (2022), teachers also function as facilitators who are able to integrate digital media in creative ways that are in line with the applicable pedagogical principles of " ". This is supported by research from Setiawan and Dwi (2023), which reveals that teachers' ability to use technology wisely and responsibly can maximize digital-based learning in early childhood education.

III. RESEARCH METHOD

This study uses a qualitative approach with a literature study method to examine the concept of digital transformation in early childhood education and the development of digital storybooks as learning media. The qualitative approach uses in-depth interviews with several Himpaudi Kapanewon Kasihan, Bantul teachers as key informants. The qualitative approach was considered appropriate because it was able to reveal the deeper meaning of educational phenomena in a contextual and subjective manner (Creswell, 2016). The literature study method was chosen because it allows researchers to collect and analyze information from various scientific sources to develop a strong and relevant theoretical framework (Zed, 2004). Data were obtained from journals, books, and scientific documents from the last five years relevant to the topic, then analyzed descriptively and analytically to identify patterns and synthesize ideas. This analysis refers to Sugiyono's (2019) guidelines, which emphasize that documents and literature are important data in qualitative research if they are examined systematically. To ensure data validity, source triangulation techniques were used by comparing results from various references to obtain a comprehensive and objective understanding.

IV. RESULTS AND DISCUSSIONS

Digital Storybooks as an Innovation in Early Childhood Education Materials

Digital transformation of early childhood education based on digital storybook creation at the Ngestiharjo Village Hall, Kapanewon Kasihan, Bantul Regency, Yogyakarta. This activity is part of the IPB 2025 Dosen Pulang Kampung (Dospulkam) program. This activity is aimed at improving the digital literacy and digital communication technology skills of early childhood teachers through a practical and applicable approach.

The training activity targets teachers who are members of the Indonesian Early Childhood Educators and Teachers Association (HIMPAUDI) in Kasihan District, Bantul Regency, Yogyakarta. Participants are trained to use the *Heyzine* platform to create interactive digital storybooks based on illustrations and educational narratives. This training also introduced the use of artificial intelligence (generative AI) to support the development of technology-based learning materials.

The results of the study showed an increase in the capacity of early childhood teachers in presenting contextual, creative, and child-friendly learning media. These digital storybooks are expected to bridge the gap to make the learning process more

interesting and in line with the times. The training stages included identifying teachers' needs, creating story concepts, interactive visual designs, and digital production practices. The material was designed to be relevant and easy to apply by educators in the field. Respondents mentioned in interviews, "We are very happy to be able to learn directly from lecturers in the digital communication and media study program at the IPB Vocational School. Until now, we have only used images from the internet. Now, we know how to create our own interactive digital media that can be tailored to the needs of the children in our class."

This activity produced several important *outputs*, such as digital storybooks created by teachers, training modules, and video documentation. This training opened up opportunities for long-term collaboration between academics and the early childhood education community in the region. Digital transformation in the education sector should not only target large institutions but also reach the grassroots level, such as early childhood education centers. Early childhood teachers are at the forefront of shaping the character of future generations. When they are equipped with relevant digital skills, the impact will be felt widely. This training is proof that collaboration between universities and local communities can create simple but real innovations in responding to educational challenges in the digital age.

Teachers have a strategic role in optimizing the use of digital books. Yuliani (2021) said that technology training is very important for PAUD teachers so that they can design interesting and relevant teaching materials. Wibowo & Nugraheni (2020) mentioned that the integration of digital storybooks into daily lesson plans can make the delivery of material more systematic. Setiawati & Rahayu (2022) add that teachers who are accustomed to using technology tend to be more creative in developing content that suits children's characteristics.

The results of the study show the urgency of using innovative and contextual digital media as learning tools for early childhood. Digital storybooks are not just a substitute for printed books, but a vehicle for building imagination, strengthening character, and increasing children's interest in learning through visual, audio, and interactive approaches.

Advances in information technology have had a significant impact on the world of education, including early childhood education. Digitalization has become an important strategy in supporting enjoyable and adaptive learning. Wahyuni et al. (2022) argue that digital literacy from an early age is very important for shaping 21st-century skills. Prasetyo & Riyanto (2020) add that the use of digital media can encourage children's active involvement during the learning process. Meanwhile, Suryani (2021) emphasizes that attractive visual presentations in digital media can stimulate children's exploration of their learning environment. The results of the respondent interviews stated that "Digital storybooks are not just entertainment, but a bridge between educational values and the world of children. When well-designed, this media can be a powerful, contextual, and enjoyable learning tool."

One form of innovation from digital transformation is digital storybooks that combine text, images, audio, visuals, and interactivity. Rachmadi et al. (2021) mention that delivering material in digital form can capture children's attention and increase their focus. Arsyad (2020) assesses that the right digital media design can strengthen the cognitive and emotional participation of students. According to Nurjanah & Hidayati (2022), the coherent story structure in digital books also helps children understand logical thinking processes naturally.

Early childhood is an important developmental phase, where stories are an effective means of instilling basic concepts. Sujiono (2019) states that a fun and imaginative approach will be more easily accepted by children. Rofiah & Wulandari (2021) emphasize that digital books can stimulate various aspects of child development, from language to social skills. Iskandar & Fitria (2020) add that narratives presented in digital media strengthen the relationship between teachers and children through more meaningful communication. Based on various studies cited, digital media has been proven to increase children's cognitive and emotional engagement. The use of interactive elements such as animations and sounds makes the learning process feel more alive, while also fostering confidence and independence.

In-depth interview results "The digital literacy of early childhood teachers must continue to be encouraged. When teachers are able to create or modify digital learning media that suits the character of children, early childhood education will leap far ahead. The material with the theme "Getting to Know Digital Storybooks" served as an important introduction to the training series, providing a theoretical foundation and initial inspiration before the participants entered the practical stage of producing their own

digital books. Participants welcomed this material enthusiastically, and many of them expressed their desire to start developing digital story-based learning media that depict local wisdom and national character values.

Through this activity, academics reaffirmed their position as drivers of change in technology-based education. This commitment continues to be developed through real collaboration with the community, in order to realize early childhood education that is relevant to the needs of the digital age. The success of digital storybooks is not only measured by their appearance, but also by their ability to convey educational content in a gradual manner. This is in line with the research by Lestari & Hadi (2023), which states that digital books designed with pedagogical principles in mind can help children understand early concepts. Komalasari & Saripudin (2021) mention that the suitability of the material to the child's developmental stage is an important factor. Amelia & Mahfud (2021) also highlight that this medium provides space for children to learn actively and independently.

The application of digital books should consider aspects of locality so that the material feels closer to children's lives. Handayani et al. (2021) show that content based on local culture can strengthen children's emotional connection to the story. Fitriyani & Saputra (2023) state that the surrounding environment reflected in the story makes it easier for children to understand the meaning. Nurlaila & Fauzan (2022) also explain that locally-based media can strengthen children's identity and increase their interest in reading from an early age.

Overall, digital storybooks are a learning innovation that suits the needs of the times and the characteristics of children. This media must be designed with the right educational principles in order to continue to support children's holistic growth and development. Utami & Ramadhan (2021) emphasize the importance of collaboration between experts in the process of developing effective digital media. Sari & Mukhlis (2022) show that innovative media can be the foundation for shaping children's positive character. Lubis & Kartika (2020) add that consistent and targeted use of media can strengthen children's literacy and imaginative abilities.

Optimization and Effectiveness of Digital Storybook Visual Design in Increasing Children's Interest in Learning

Optimizing Visual Design for Digital Story Development is part of a series of Early Childhood Education Digital Transformation training sessions in the IPB 2025 Dosen Pulang Kampung (Dospulkam) program, held at the Ngestiharjo Village Hall, Kapanewon Kasihan, Bantul Regency.

The results of the study show how the development of media in the world of communication has moved from traditional media to the digital era. Referring to the thoughts of communication experts, it is explained that digital media is the end point of current media development, combining speed of information, interactivity, and personal closeness with users. In the context of education, especially early childhood education, teachers and educational institutions are required not only to adopt digital media, but also to understand its design logic. The results of the study show that cognitive aspects, especially information in digital storybooks, are not immediately understood, but rather through a layered process. Referring to Mayer's Cognitive Theory of Multimedia Learning, information is first read, then received through sensory channels (visual and auditory), then processed in short-term memory, and only then can it be stored in long-term memory if presented effectively.

Respondent interview results: "If children only look without being interested, then the information stops at the sensory stage. But if the visual design is attractive and age-appropriate, children will focus on listening, understand the story, and store it in their long-term memory."

The results of the study show that attractive and functional visual aspects, according to him, must combine bright colors, high contrast, expressive characters, and visual compositions that are not too dense. Early childhood education (PAUD) children are very responsive to visual forms, so design becomes the main gateway for children to connect emotionally and cognitively with the content of the story. In early childhood education, visual design is a pedagogical tool, not just decoration. Good design encourages attention, participation, and ultimately improves understanding for the reader. Many early childhood teachers who initially considered visuals to be merely decorative elements now realize that visual appearance plays a profound role in conveying messages and learning values. Every book product produced is not only pleasing to the eye, but also capable of activating a complete learning process, from attraction, engagement, interactivity, to understanding that is embedded in children's memories.

Digital storybooks have been proven effective in improving children's attention and focus during the learning process, as they combine visual, audio, and interactive elements. This is in line with research by Rachmadi et al. (2021), which shows that engaging digital media can create a fun learning experience for early childhood. Lestari & Hadi (2023) also noted that multimedia-based educational content helps facilitate children's thinking processes and stimulates curiosity. Meanwhile, Wahyuni et al. (2022) emphasized that the use of digital media such as electronic storybooks can significantly increase children's interest in learning.

Children's interest in learning develops along with appropriate sensory and emotional stimuli. Arsyad (2020) states that media that engage children's sight and hearing can improve their understanding of the material. Fitriyani & Saputra (2023) also argue that digital books with interactive elements can help children connect more closely with the learning material. In addition, Rofiah & Wulandari (2021) explain that picture stories accompanied by expressive voice narration attract children's interest to follow the learning process until completion.

Digital storybooks give children the opportunity to actively participate in the learning process, rather than just being passive recipients of information. Utami & Ramadhan (2021) explain that interactive media allows children to explore and make decisions. Nurjanah & Hidayati (2022) state that features such as sound buttons, animations, and simple games in digital books stimulate children's active engagement. This is also supported by Amelia & Mahfud (2021), who mention that children's active participation in digital learning increases their interest and ability to absorb material.

The effectiveness of digital storybooks can also be measured through children's ability to recall information they have learned. Suryani (2021) explains that visual and audio presentations in digital media can improve children's memory in a short time. Lubis & Kartika (2020) reveal that digital story content presented in narrative form makes it easier for children to remember the storyline and moral messages. Nurlaila & Fauzan (2022) add that attractive visual media can help children connect the information they learn with their personal experiences.

Digital storybooks also play a role in building children's confidence when interacting with materials and teachers. Yuliani (2021) mentions that children feel more comfortable and less stressed when using digital media that they are familiar with. Wibowo & Nugraheni (2020) note that this media creates an inclusive and non-intimidating learning space, so that children feel more free to ask questions or express their opinions. Setiawati & Rahayu (2022) also state that digital media gives children control over their learning pace, which has a positive impact on the development of their independence. In the context of early childhood education, children's interest in learning is greatly influenced by the relevance of stories to their lives. Handayani et al. (2021) argue that digital storybooks with themes close to children's worlds strengthen their emotional connection to the material. Sari & Mukhlis (2022) state that narratives that build personal relationships and social values are more appealing to children. Komalasari & Saripudin (2021) also emphasize that stories that reflect children's daily lives can increase their interest in the learning process.

To successfully increase children's interest in learning through digital storybooks, media design must consider children's learning styles and developmental stages. Prasetyo & Riyanto (2020) remind us that it is important to tailor digital media to the needs of children at each stage of development. Iskandar & Fitria (2020) suggest that the right combination of visual elements and narratives can help children concentrate on learning for longer. Meanwhile, Sari & Mukhlis (2022) emphasize that the success of digital media in early childhood education depends on the simplicity and meaningfulness of the content conveyed.

Practical Guidelines for Early Childhood Education Teachers in Developing Digital Storybooks

Research results show that innovation in learning for early childhood (PAUD) is crucial to support the development of their basic skills, especially in the exploration and play phase. This is in line with Sujiono's (2019) research, which explains that a comprehensive, fun, and experience-based learning approach can help the optimal development of children in early childhood. On the other hand, Lestari & Hadi (2023) emphasize that innovations that integrate technology, such as the use of digital storybooks, can enrich the learning experience with more interesting and interactive methods. This opinion is also supported by Yuliani (2021), who states that the appropriate use of technology can improve the quality of learning if it is applied in accordance with pedagogical principles relevant to the child's stage of development.

The right approach to innovation in early childhood education can stimulate children's curiosity and increase their enthusiasm for learning. Sujiono (2019) argues that enjoyable learning that prioritizes children's physical and emotional activities is more effective in introducing basic concepts. This is also reinforced by Komalasari & Saripudin (2021), who emphasize the importance of using an approach that is appropriate for the child's developmental stage in the learning process. In addition, research by Amelia & Mahfud (2021) shows that technology used contextually in learning is able to attract children's attention and make it easier for teachers to explain basic material.

The development of digital storybooks by Himpaudi Kapanewon Kasihan teachers is one example of innovation that combines technology in early childhood learning. The results of research by Rachmadi et al. (2021) reveal that digital books are not only able to attract children's interest but also improve their memory of the material being studied. Arsyad (2020) argues that digital storybooks designed with the correct instructional design principles can optimize children's cognitive and emotional engagement. In addition, Lubis & Kartika (2020) add that the integration of technology in early childhood education provides opportunities for children to be more active in learning and develop basic skills in a more enjoyable way.

Technology-based learning innovations, such as digital storybooks for children, provide opportunities for children to learn in a more interactive way that is tailored to their developmental needs. Fitriyani & Saputra (2023) explain that well-designed digital media can support children's learning processes in a more engaging and less boring way. Rofiah & Wulandari (2021) also show that digital storybooks allow children to explore their imagination through stories, which also strengthens their emotional attachment to the material being taught. Research by Prasetyo & Riyanto (2020) adds that the use of digital media can help improve children's critical thinking skills.

One of the main advantages of technology-based learning innovations is their ability to improve children's social and language skills. Suryani (2021) states that digital storybooks containing interactive dialogues can enrich children's vocabulary and speaking skills. Nurlaila & Fauzan (2022) also explain that this media allows children to interact with characters in stories, which stimulates the development of their social skills. Wahyuni et al. (2022) add that technology provides children with the opportunity to learn directly, which can improve their communication and collaboration skills.

The results of the respondent interviews show that innovation in technology-based learning requires the active role of teachers in selecting and managing appropriate learning media. Komalasari & Saripudin (2021) emphasize that early childhood teachers need to have the skills to use technology wisely to improve the quality of learning without neglecting existing pedagogical principles. Yuliani (2021) also argues that training for early childhood teachers is very important so that they can design and implement digital media more effectively. Lestari & Hadi (2023) add that through technology training, teachers will be better prepared to face the challenges of integrating digital media into the learning process in the classroom.

Technology-based learning innovations must always consider the needs and characteristics of early childhood. Iskandar & Fitria (2020) reveal that the design of digital storybooks for early childhood must be simple and meaningful to suit their stage of development. Wibowo & Nugraheni (2020) also explain that digital media must be designed in such a way as to make it easier for children to understand the material being presented. Sari & Mukhlis (2022) add that the right digital storybook will optimize children's learning experiences and motivate them to participate more actively.

V. CONCLUSION

Advances in information technology have influenced the world of education, especially in Himpaudi Kapanewon Kasihan, Bantul, with digitization as the main strategy for creating enjoyable and adaptive learning. Digital storybooks combine text, images, audio, and interactivity, which help children understand the material in a more interesting way. Digital books designed with pedagogical principles can support children's overall development, from language to social skills. In addition, the role of teachers is very important in optimizing the use of digital books in early childhood education, with technology training that supports creativity and relevance of the material.

The digital storybook creation training model has proven effective in increasing children's interest in learning by combining visual, audio, and interactive elements. This medium can improve children's understanding, strengthen their memory,

and build confidence through active participation in learning. The interactive elements in digital books allow children to engage more deeply with the material, which in turn strengthens their emotional connection to learning. Digital storybooks can also improve children's social and language skills and give them control to learn at their own pace.

Innovations in learning at Himpaudi Kapanewon Kasihan, Bantul, such as the use of digital storybooks, can improve the quality of learning in a fun way that is appropriate for children's development. Digital storybooks support children's cognitive, emotional, social, and language skills by providing an interactive learning experience. Himpaudi teachers need to have the skills to select and manage digital media wisely so that it remains relevant to pedagogical principles. Training for teachers is also very important so that they can effectively integrate technology into the learning process.

VI. RECOMMENDATIONS

1. **Development and Application of Digital Storybooks in Himpaudi** Based on the results of the discussion, digital storybooks have proven to have great potential to improve the quality of learning in early childhood education (PAUD). Therefore, it is recommended to continue developing digital storybooks that are not only interesting but also take into account pedagogical principles that are appropriate for children's developmental stages. This includes ensuring that the content presented is in line with the local needs and culture of children so that it is more easily accepted and understood. The use of multimedia elements, such as images, audio, and interactivity, can make the learning process more enjoyable and effective in developing children's basic skills.
2. **Training for Himpaudi Teachers in Using Digital Storybooks** In order to make optimal use of digital storybooks, it is very important to provide technology training to PAUD teachers. This training can facilitate teachers in designing learning materials that are more creative, relevant, and appropriate for children's characteristics. Teachers must also be trained to select and use digital storybooks that are in accordance with sound educational principles, as well as to effectively integrate digital media into daily lesson plans.
3. **Increasing Children's Active Involvement in Learning** Interactive digital storybooks can increase children's involvement in the learning process. Therefore, it is recommended to develop more interactive features, such as animations, sound buttons, and games that can facilitate children's exploration of the material. This will strengthen children's memory of the material being taught and encourage them to actively participate in learning.
4. **Paying Attention to Media Design that is Appropriate for Children's Developmental Stages** The design of digital storybooks must take into account children's developmental stages. Digital storybooks that are designed to be simple and meaningful will be more effective in supporting children's growth and development. The content presented must also be easy to understand and tailored to children's interests and thinking abilities. Therefore, collaboration between digital media developers, educators, and child development experts is very important to create optimal media.
5. **Establishing Cooperation with Other Parties for Media Development** To improve the quality and effectiveness of digital storybooks, it is recommended that the development of this media involve collaboration between experts in education, technology, and culture. This is important so that digital storybooks are not only fun media, but can also create meaningful learning experiences and support children's cognitive, emotional, and social development holistically.
6. **The Use of Local-Based Digital Storybooks** Digital storybooks that highlight local cultural themes can strengthen children's emotional connection to stories and enrich their learning experiences. Therefore, it is important to integrate local culture-based content into digital storybooks so that children feel closer to the material presented and are more interested in learning. Developing stories that reflect children's daily lives can also increase their understanding of the world around them.

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